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The Francis W. Parker School

(formerly the Benjamin Franklin School)

Application

for a Charter School

Commonwealth of Massachusetts

February 15, 1994

GOVERNMENT DOCUMENTS
COLLECTION

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Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

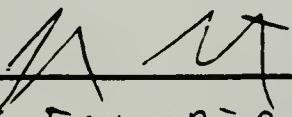
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FRANCIS W. PARKER CHARTER SCHOOL

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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of FEBRUARY (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

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Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 13th day of
FEBRUARY (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

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Prologue

John Dewey once referred to Francis W. Parker as the "father of progressive education," and in fact, Dewey chose to send his own children to the school Parker started. Born in 1837, this New England native was a country schoolmaster and a colonel in the Union Army before he began to read the works of Horace Mann; after traveling widely in Europe, Parker turned his thoughts to reshaping American schools. His efforts in the schools of Quincy, Massachusetts drew national attention; and in 1875 he began a Chicago school that was a model of progressive education and teacher training. His *Talks on Pedagogy* (1894) was probably the first American treatise on pedagogy to gain international repute.

Francis Parker's goals were twofold: to move the child to the center of the education process, and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child. "If I should tell you any secret of my life," he wrote, "it is the intense desire I have to see growth and improvement in human beings . . . to see mind and soul grow." He was committed to organizing schools as democratic communities, and he insisted there was nothing novel about his approach. "I am simply trying," he wrote, "to apply well established principles of teaching, principles derived directly from the laws of the mind. The methods springing from them are found in the development of every child. They are used everywhere except in school."

The Francis W. Parker School, named in honor of this bold and dedicated educator, aspires more than a century later to take on that challenge.

PART I

"1.) Mission Statement"

The Parker School's philosophy is based upon the nine principles of the Coalition of Essential Schools, and designed to reflect the needs of this community. Much as the conventional model of schools addressed the needs of industrialization, Parker's program and curriculum will address the needs of knowledge workers in the next century, preparing all children to use their minds well in whatever occupation they choose. Principally, this means developing sound intellectual skills in a few essential areas -- writing, reading, and mathematics, as they apply to rich "essential questions" that cross disciplinary lines -- rather than attempting to cover the content of many subject areas, however superficial and unrelated that coverage might prove. As well as achieving a high level of competence in the core skills, students will work toward challenging goals in their individual areas of interest; the public demonstration of their mastery will provide concrete and meaningful evidence of their readiness to graduate.

This high degree of program customization will require restructuring many elements of the conventional secondary school. Parker expects to provide teachers who are familiar with

individual coaching and self-motivated learning; more time for participative instruction, feedback, evaluation, and cooperative learning; creative uses of technology for individualized instruction, interactive lectures, assessment, portfolio maintenance and display, research, and communication; and an ethos that values performance, both to demonstrate and measure student progress and to continually influence teaching practice and curriculum. Finally, the school will be designed from its inception as a normal school for teacher training and staff development, so that teachers trained at the institution will take into other public schools a rich experience of Essential School philosophy.

The Parker School will be an Essential School.

"Less is More" describes the Coalition of Essential Schools' philosophy of the secondary school curriculum. The concept is simple: students should demonstrate competence in several well-focused skills essential in all disciplines. To quote *Horace* (the CES journal): "High school must provide a more general education -- teaching students to gather and analyze information; to speak and write clearly; to make connections between past, present, and future events; to solve problems; and to work cooperatively with other people. Moreover, they should be able to transfer such skills between one domain and another -- applying the rules of evidence as readily, say, to a court case, a scientific experiment, and a newspaper editorial."

The challenge of good teaching is to make the mastery of skills like writing and logical analysis important to students, to demonstrate their value in everything we do. The concept of essential skills -- insisted on in every action teachers and students take -- will define the Parker School and its fundamental difference from conventional high schools. Instead of a broad and shallow curriculum, ours will be focused and intensive, but flexible enough to accommodate and encourage diverse individual pursuits.

The Essential School philosophy is summarized in the following **Nine Common Principles**:

- (1) The school should focus on helping adolescents **learn to use their minds well**. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.
- (2) The school's goals should be simple: that each student **master a limited number of essential skills and areas of knowledge**. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.
- (3) The school's **goals should apply to all students**, while the means to these goals

will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

- (4) **Teaching and learning should be personalized** to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
- (5) **The governing practical metaphor of the school should be student-as-worker**, rather than the more familiar metaphor of teacher-as-deliverer-or-instructional services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
- (6) Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. **The diploma should be awarded upon a successful final demonstration of mastery** for graduation -- an "Exhibition." This Exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
- (7) **The tone of the school should** explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of **trust** (until abused) and of **decency** (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
- (8) **The principal and teachers should perceive themselves as generalists first** (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
- (9) Ultimate administrative and budget targets should include, in addition to **total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10%**. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

The Parker School will be a public school.

The Parker School will be a truly public school, open to everyone equally. Its geographic constituency will be typical of the state as a whole, with communities spanning a broad range of income and ethnic diversity. Unlike academic admissions-based schools that stratify indirectly, the Parker School will invite students from all backgrounds to attend, selecting by lottery if oversubscribed.

The Parker School will be measured by the accomplishment of all students relative to their individual potential.

All students are different; if our goal of geographic diversity is reached, the Parker School students will likely be more varied than a typical community high school. Whatever the design of programs and however the teachers manage their classrooms, the school will expect each student to select demanding challenges and achieve them. These goals will necessarily be highly individualized. The achievement of students on a continuum of progress will be a crucial difference between the Parker School and traditional models.

How is this objective consistent with a narrow set of essential goals? Essential goals, while rigorous, will be achievable; all students who wish to graduate must meet their standards. However, a student who is able to satisfy these goals in less than 12 years of school will be expected to do so, to attempt higher levels of mastery, and more. How much more, and how those expectations are defined, will primarily be the responsibility of students, with coaching from teachers, mentors, and parents. This will also be a defining characteristic of the school: students, with coaching and advisement, are expected to set high goals and achieve them.

This tension -- between rigor in universal standards of competence on the one hand, and flexibility in the content and design of each student's curriculum, on the other -- is fundamental to many debates about education. It cannot be wished away. While allowing for some trade-off between these two objectives, however, we need to move the whole system to a higher level on both dimensions. We believe this is possible; in many Essential schools improvement is already evident. The school will rely on teachers setting standards that truly indicate mastery, planning backwards from these, and allowing for different pathways of learning.

The Parker School will be a center for studying good teaching practices.

Every teacher wants school to be an engaging place, with the thrill of learning apparent in every lesson; but few achieve it regularly. What will be different about the Parker School?

- * The school will be run by teachers with exceptional skills. The senior ranks will be composed of practitioners with records of superior teaching and accomplishment, many

of whom will be recruited from the CES National Re:Learning Faculty. These teachers will be primarily responsible for the recruitment, evaluation, and continual professional development of the staff.

- * More will be expected from students, enabling teachers to attempt more. Students and their parents must be committed to the goals of the school. If students expect to be "warehoused and processed" they will have come to the wrong place.
- * More will be expected from teachers, hence they will be paid more. . The profession of teaching will be simultaneously honored and re-evaluated. The proportion of the school's payroll comprising teachers (as opposed to administration) will be close to 90%, compared to as little as 50% in some school districts.
- * The teachers' student load will be substantially lower than in conventional schools. At most, a teacher would be responsible to know and coach 70 students, roughly half what a U.S. teacher is commonly assigned.
- * The school will devote a much larger proportion of resources to curriculum planning, staff development and evaluation, and evaluation of new teaching tools and techniques than is possible in most other schools.
- * The school will actively engage in the training of entry-level teachers; ideally, it will become a "normal school" for teacher training and certification.
- * The Board of Trustees includes educators whose careers have been devoted to identifying and training good practices in American education. As well as community and business leaders with a stake in better schools, the Board will include Theodore Sizer, Chairman of the Coalition of Essential Schools and former Dean of the Harvard School of Education; Nancy Faust Sizer, a teacher experienced with defining and implementing the CES philosophy; Jack Donahue, Assistant Secretary of Labor for Policy; and Joshua Boger, CEO of Vertex Pharmaceuticals.
- * All constituencies of the school--parents, community members, teachers, students, trustees--will be involved in assessment of student outcomes, teaching quality, and program effectiveness. It will be their shared mission continually to practice, reflect on, fine-tune, and evaluate the practices of teaching and learning.

Constituencies

While there are many constituencies of the Parker School, only one should take primacy: the students. This is both simple and profound: when trade-offs must be made between conflicting goals, we will decide principally based on the welfare of students; and students will be integrally involved in all such decisions.

While the Parker School is very much a public school, its charter status sets it apart in several important respects. It will be an innovative school, exemplifying a strong and coherent vision rather than the least common denominator of all vested interests, and accountable to that vision at least as much to the demands of its constituents.

Students vote with their feet; they are not obliged to enroll. If the school is successful it will be oversubscribed. The votes of students and their parents will be the first measure of success.

The Parker School will also invite comparison to other schools -- public, private and international. We will take their tests and compare our graduates. We will make our exhibitions the subject of public scrutiny. We will query those universities and businesses that work with our graduates. We will ask academics to compare our results with others, normalized for differences that are not the domain of the school. We will compete. May the best schools win.

"2.) School Objectives:

A. What are the School's broad academic objectives for student learning?"

The educational focus springs from a shared vision of what we would like our students to become. As well as strong academic skills, this includes attributes of responsible democratic citizenship, such as decency and trust, and the work behaviors that will enable a productive work life. These broad goals and others should be articulated by all key stakeholders at the start, along with clear statements of what evidence the community requires to demonstrate that students have met them; planning backward from this point we will come to Parker's curriculum and content objectives. In our planning year, the Parker school community will work through much of this process; in the meantime, our shared vision rests on two main objectives:

- The practice of key intellectual skills rather than the acquisition of encyclopedic data; and
- Proficiency in three core areas of learning: critical reading, persuasive writing, and mathematical reasoning.

These are detailed, along with how they are to be achieved, in Section 10.

"B. Describe any non-academic goals for student performance."

The Parker School has three non-academic goals central to its mission: democratic self-governance, community service, and apprenticeship.

Democratic Self-Governance

The school's governance will consciously be one of democratic; shared decision making that includes the staff and the student body. While many schools say they strive to produce responsible citizens in a democratic society, most in fact operate as autocratic bureaucracies, granting neither teachers nor students the rights nor responsibilities associated with democratic institutions.

The Parker School's configuration and decision-making procedures, from budget to curriculum, will be based on a democratic model. While certain members (the Principal Teachers, in particular) will have clear responsibilities and accountability to the Board of Trustees and the school community, the process for decision making will be consultative and as decentralized as possible (not precluding the means for making decisions rapidly if the situation so dictates).

All decisions that affect student life at the Parker School will be made by a democratic student-faculty governance body designed after Lawrence Kohlberg's "Just Community" model. In such a model, students make up a majority of the representatives creating legislation; full school "town meetings" are held regularly to discuss and debate issues identified by the students as important. The school's advisory/family-group program will be integrally connected to this governance structure, insuring that every voice is heard on issues of significance at the Parker School.

Community Service

The development of citizenship is an important function of the school, not only through school governance but in the wider community, through community service. Parker will actively set the stage for an extensive program of service in ways such as the following:

- * Scheduling regular time for community service;
- * Incorporating information and guidance about community service opportunities into student-teacher advisory periods;
- * Recognizing exemplary community service as we recognize superior academic performance;
- * Monitoring and evaluating community service as a key programmatic outcome, by which student and leadership performance will be assessed by the Board.

Apprenticeships

Establishing close ties with industry and business is of paramount importance, since the preparation of students for work in the next century is arguably the central purpose of the

school. Apprenticeships will be the structure around which business and the school combine their efforts. A well-trained worker is a necessary ingredient to the establishment of competitive business; this is even more true in the high-wage industries we seek to have as neighbors and partners. (Mercedes-Benz, for example, spends an average of \$65,000 per apprentice in training; this is a critical investment and not considered altruistic.)

The school will be responsible for developing the business liaisons, soliciting interest in the apprenticeship program, and clarifying mentor responsibilities with the client companies. By clarifying what businesses expect from their apprentices (whether specific technical skills like C++ programming or desktop publishing, or general skills like writing and algebra), the school may incorporate such study into the curriculum for students wishing to pursue particular apprenticeships.

The companies, in turn, will provide the necessary support for apprentices on the job site, recognizing that the motivation for participation will not be primarily production, but education. Parents of students in the school, employed at nearby companies, may act as mentors for other students, as part of the parent's participation commitment. Compensation for apprentices will be nominal.

The student will be responsible for carrying out the apprenticeship, meeting agreed-upon goals, and structuring in-school studies to make connections in the context of their apprenticeship. Real problems and real demands are much more challenging than hypothetical or contrived learning environments.

"C. What type of community environment do you hope to foster at your school?"

We hope to develop a sense of community in many dimensions. A principal distinguishing feature of the school will be its fluid integration into the community as opposed to the isolation of adolescent culture experienced in most middle and high schools. This is what we envision:

A place for all ages.

The Parker School will be a place where all ages are welcome. This is not the case with most schools, especially high school, where the "youth culture" excludes adults. Many of the more egregious forms of behavior that exist in large high schools (bullying, peer pressure for substance abuse, vandalism, fighting, cliques, intolerance, etc.) would not survive visibility to a wider community. If the school is always a place where many generations are present, the culture of mentoring may be strong enough to overcome such excesses. In cultures where the youth work side-by-side with many generations, such as kibbutzim or rural American farms, the sense of community and earlier expectations of maturity are evident.

The evidence of this could be such things as:

- (a) Classes in sports, other physical activities, music, theater, etc. that are open to -- and attended by -- people of all ages.
- (b) A cafeteria that opens early in the morning as a coffee shop for parents, teachers, and truck drivers rolling down Rte. 495. In addition to providing part-time work for teenagers, it would be a place of exhibition, debate, board-game tables, informal theater, and a meeting place for the community. Lunch could be much the same. As a business, the cafeteria could be largely student-run, exposing kids to all of the challenges of small business.
- (c) The school being open most of the day and most of the year. While the school will not offer the same level of activity year-round or all hours of the day, it would be open at some level as much as possible. Courses that are offered for all ages in the early morning or evening are one possibility. If the school is a center of activity outside of classroom hours, it will more likely demonstrate the lifelong commitment to learning of all the school's constituencies.
- (d) A Summer Institute that, while not mandatory, would be an opportunity to develop new curricula and teaching techniques and provide unique enrichment programs for kids. This reflects the school's role as a normal school for professional development.

Parents will be active participants in the school.

The Parker School will push conventional expectations for parent involvement considerably further, both for educational and financial reasons. All parents will be expected to contribute some substantial amount of time (approximately 20-25 hours per child per year) in the manner best suited to the parents' capabilities and talents and the needs of the school-- whether as teacher aide, lunch-room assistant, grant writer, or lecturer on astronomy. Parents will be a valuable resource in supplementing classroom activities in their field of expertise, mentoring or counseling students with similar interests, and working with teachers in formal professional development.

The school will be a center for professional development.

The school will be a center for the community of educators. This means that student teachers and teaching interns will be incorporated into the program, and that the faculty will be actively involved in preparation of such teachers for work in the school and elsewhere. The normal school and Summer Institute for professional development exemplify and strengthen this school's commitment to the profession and professionalism of teaching. The importance of peer review and scrutiny of methods and outcomes is fundamental to the Parker School.

"3.) Statement of Need:

A. Why is there a need for this type of school?"

The purpose of the State in establishing the charter schools is to "(1) stimulate the development of innovative programs within public education; (2) provide opportunities for innovative learning and assessments; (3) provide parents and students with greater options in choosing schools within and outside their school districts; (4) provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; (5) to encourage performance based educational programs; and (6) to hold teachers and school administrators accountable for students educational outcomes."

All of these goals could conceivably be pursued in an existing public school; however, achieving them will involve a long and arduous process of organizational change. A charter school gives the architects the license to begin anew, selecting only what is best and necessary to accomplish the difficult task of redesigning American public education. Without such license, we have all watched despairingly as innovations have failed to be implemented; as entrenched constituencies have fought for control of the school agenda; and as the conflicting goals of students, teachers, parents, taxpayers, administrators, regulatory bodies, and agencies of accreditation are compromised beyond recognition.

In biological systems, it is well known that a uniformity of seed stock begets stagnation and susceptibility to catastrophic disease. The same is true in education, where uniformity has left us ill-prepared for a radically changing world. The notion behind the establishment of charter schools is that diversity is important. Without diversity in how we imagine schooling, we will never get a chance to see what might be possible.

While the Francis W. Parker School will implement new ideas and models, it will also be subject to the rigors demanded of the best schools worldwide, public or private. Successful pedagogy is at least as old as Socrates; our mission is to be eclectic and dispassionate in the selection of effective teaching models, not just new or different. Our hope, of course, is to compete favorably on both conventional standards and new criteria; we are optimistic that it can be done.

"B. Explain why [this] charter school would help to effectively address this need."

While many strategies might usefully be pursued, we have chosen the philosophy of the Coalition of Essential Schools as our starting point. The reasons are:

- It is a design for general education, applicable to a diverse student population rather than specific to children with a narrow set of shared interests;
- It is consistent with the changing needs of the modern workplace, where graduates

will be expected to use their minds creatively and effectively.

- It has withstood the test of time, having been in some stage of implementation for more than a decade at hundreds of Coalition member schools across the nation;
- It is based on the vision of Theodore R. Sizer, one of the most renowned and respected advocates of school restructuring in the U. S., and a founding member of the school's board of trustees.

The Coalition philosophy is only a beginning; each school must develop its own framework and structure in the context of its own community. We have therefore augmented the core concept with a number of features that focus on the needs of this area, such as:

- Attracting a more diverse student population than is typically encountered in the fragmented and internally homogeneous suburbs near Routes 495 and 2;
- Combining a rigorous education that can compete with the most demanding private schools with the expectation that all children will benefit from such rigor; and
- Integrating the school into the community as a place of meeting and service, a center for intellectual pursuits for everyone, and a partner with businesses in the preparation of productive employees.

"4.) School Demographics:

A. Describe the area where the school will be located. If a facility has already been secured, please state so."

The school will be located near the intersection of Route 495 and Route 2 northwest of Boston. A central goal of the school will be a diverse student population, drawn from communities within a 30 minute commute of the school. This includes the communities of Worcester to Lawrence (on 495) and Gardner to Concord (on Route 2). It includes a vast range of communities with widely varying demographics.

At this time, no facility has been secured. Fort Devens is a prime candidate; however there are a number of possible locations under consideration.

"B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?"

The location of the school must address several needs:

- (1) Proximity to commuter routes.
- (2) Availability of nearby libraries, playing fields, and other athletic facilities.
- (3) Proximity to companies sponsoring apprenticeships.
- (4) Minimizing the cost of the facility.

These and related concerns will be used to select the appropriate location.

"C. Describe any unique characteristics of the student population to be served."

In order for the school to be successful, it must demonstrate widespread applicability for "typical" students. While it will be difficult for any school to be perfectly representative of American society, our goal is to target a more-or-less typical population represented by residents of towns within a 30 minute commute of the school. Since this includes towns as varied as Lawrence, Lowell, Worcester, Leominster, Harvard, and Acton; we are confident we will be able to attract a diverse population of students.

"D, E. What is the school's anticipated enrollment? What grade levels will be served? How many students will be in each grade level or grouping?"

Initially, the school will open with approximately 100 students divided equally between grades 7-8. It is anticipated that the school will grow to 350-400 students in 3 to 4 years, expanding one grade level at a time to cover 7-12. It is likely that considerable mixing of grade levels will occur in the classes of the school.

"5.) Recruiting and Marketing Plan:

A, B. Demonstrate how you will publicize the school to attract a sufficient pool of applicants. Specifically, what type of outreach will be made to potential students and their families?"

1. Press releases, articles, and public relations with town newspapers in target areas. (See attached articles from local press.)
2. Targeted outreach to community organizations.
3. Presentations with PTAs in nearby towns to explain the purpose of the school and solicit applications.
4. Contact with the Human Resource departments of large employers in the area to post

notices for their employees. Since industrial, blue-collar, and immigrant populations may be the hardest to reach, we will work with the HR departments to focus on these groups within their work forces. It may be desirable to do a targeted mailing and phone follow-up to affirmative action groups within corporate work forces.

5. A several-stage application process where diversity is a primary goal. We will start with a limited level of marketing and see where the applications come from, then focus marketing on under-represented areas for the next wave of applications, proceeding incrementally until a satisfactory diversity of applications is received. At that stage the lottery can proceed according to state regulations. (See Section 6 below.)

"6.) Admissions Policy:

A, B. Describe the admission methods and standards you will use to select students. Explain how these policies further the mission of the school in a non-discriminatory fashion."

1. The admissions standards to this school will be non-academic. Primarily, they will focus on the willingness of students and their families to commit to:

- the code of behavior and individual responsibility embodied in the school's philosophy and clarified in the Student Handbook;
- demonstrating effort to achieve the personal goals set by and for the student;
- the requirements for school participation and assistance by parents.

2. A primary goal of this school will be to demonstrate that everyone can succeed according to this school's standards if they are willing to work hard. Therefore, admissions will be little more than entering into a commitment for the future instead of a demonstration of past achievement. Since diversity is an explicit goal of the school, the admissions standards will be of limited importance.

3. It is important to recognize that many students do not have the family support or structure necessary to meet all of these requirements. In such cases, the school will assist students wherever possible to meet the standards.

"7.) Profile of Founding Coalition:

A. Describe the make-up of the group or partnership that is working together to apply for a charter."

1. The Parker School was founded by parents with a deep and abiding interest in reforming

public education. The core group of parents -- John Stadler, Kathleen Cushman, and Laura Rogers -- have a long history of public service and volunteering in the public schools and include two School Council members and a former School Committee member. Having lived with the public schools' hopes and limitations, we have a keen understanding of the dynamics of inertia in public schools.

We share a vision of public education inspired by educator (and Parker trustee) Theodore Sizer. Some of the founders and prospective teachers of the school have worked closely with Theodore and Nancy Faust Sizer over a period of decades. Several founders have been integrally involved in the Coalition of Essential Schools--Bil Johnson and Mary-Wren vanderWilden as members of its National Faculty; Kathleen Cushman as the writer of its journal *Horace*, and Laura Rogers as a proponent of Essential School philosophy in our local schools. This shared vision, we feel, is necessary for building a successful charter school.

The founders also include members of business, academic, and government institutions that have a clear stake in reforming public education. Jack Donahue, a Kennedy School professor at Harvard University and Assistant Secretary for Policy in the U.S. Department of Labor, has been a leading proponent of public-sector development of human capital through education. Business leaders like Joshua Boger, chief executive officer of Vertex Pharmaceuticals, and John Stadler, a co-founder of Clearpoint Research Corporation, bring the insight and understanding of what it takes to compete in global markets.

"B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups."

Like an ice crystal seed in super-cooled water, the charter school legislation gathered parents, teachers, and community members around a common dream of starting a school from the ground up, unencumbered by past policies and obsolete standard operating procedures. When the idea was initially circulated by Harvard Elementary School Principal Deborah Gardner, it drew immediate attention and support. John Stadler undertook the integration and execution of the application, with assistance from all named.

A central goal of the school is to draw on a range of resources and partners for leadership, expertise, and support. In addition to a close affiliation with the Coalition of Essential Schools, the Parker School hopes for partnerships with teaching colleges and large employers in the northwest suburban-Boston area. Such affiliations will take time to develop, since we need to select partners who are committed to the same goals and are willing to put resources into the partnership. Since the school will be in a much stronger position to negotiate a partnership after state approval of the charter and an extensive publicity campaign, these partnerships will likely not be concluded until later in the year.

"C. Include any plans for further recruitment of founders or organizers of the school."

Some number of the trustees will be selected from (and representative of) the parent and student population of the school, at such time as these are known. Already parents in surrounding towns are expressing considerable interest at informational meetings. The next phase of recruitment will be the principal teachers and senior practitioners, since they need to be involved very early in the design of the school and its curriculum. We have received resumes from many teachers already, and will establish a selection process that will result in a shared vision from the start. It will be the responsibility of the founders and initial trustees to oversee this process.

"8.) Timetable:

A. Discuss a timetable of events leading to the opening of a charter school."

The following timetable is based upon a 1995 start-date as specified in current law.

March 15 - April 15, 1994

1. Formalize recruitment and commitments of founding teachers.
2. Finalize an interim budget based upon needs of key staff and adequate planning time for facilities, curriculum, and recruitment.
3. Identify potential sources of funding for anticipated start-up and deficit periods.
4. Formalize options for location of the school.

April 16 - June 15, 1994

1. Finalize location; enter into contracts for use.
2. If there are building, renovation, or substantial facilities changes of any sort, fully plan them.
3. Publicize the school in the communities from which we expect to draw students, as well as to educators. Advertise as necessary to solicit a large pool of applicants.
4. Plan the recruitment of all categories of personnel.
5. Finalize the selection of trustees.
6. Have the first Board meeting to approve the teaching and administrative leadership.

7. Clarify all legal requirements -- building, liability, special education, etc. -- and set up schedule for implementation.

June 16 - September 15, 1994

1. Key staff members begin planning for curriculum, assessment, and governance practices. All administrative and teaching functions necessary to start the school will be clarified and assigned, with milestones established for completion.
2. Closure of deficit funding requirements.

September 16 - December 15, 1994

1. Offers made to all key personnel; acceptances closed.
2. Facilities plan in appropriate stage of implementation.
3. Ongoing preparation of curriculum.
4. Community outreach activities in full execution.
5. Student applications sent out.

January 3 - April 1, 1995

1. Founding team working full or near-full time on the school. Preparation of curriculum, assessment, and governance guidelines well underway. Recruiting for all teachers begins.
2. Facility in final stages of approval for summer occupancy.
3. Student applications received.

April 2, - June 1, 1995

1. All teaching personnel identified.
2. Student admissions made.
3. Facility occupied.
4. Final budget planning done based upon actual enrollment and residence of students.

June 2 - September 1, 1995

1. Full faculty planning curriculum, assessment, and administrative responsibilities.
2. Building made ready for class use, including furniture, special wiring, equipment, etc.
3. Finish everything not done, and hopefully get a vacation.

September 5, 1995 -- Opening Day!

"B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date."

There are many ways the schedule could be accelerated to open in 1994, with limited goals and interim solutions. If, and when, the opportunity to open in 1994 materializes, we will rethink the schedule below and amend it accordingly.

PART II

"9.) Evidence of Support:

A, B. Try to convey as clearly as possible the scope of community backing for the proposed charter school. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders, or others."

Please see Appendix III.

"10.) Educational Program:

A, B. In detail, describe the educational program of the school. What is the basis for the teaching methods to be used?"

The Parker School's curriculum will be integrated across the disciplines, including academic work in the following subject areas:

*** Humanities and Philosophy:**

Language Arts (including foreign languages)

History (including art history)

Social Sciences (economics, psychology, sociology, etc.)

Philosophy & Ethics

* Science and Mathematics

Mathematics

The Sciences

Technology

* The Performance Fields

The Creative Arts

Physical Education

Industrial Arts/Home Arts

To attain integration among the disciplines all course designs will be generated from outcomes, starting with a focus on Graduation Outcomes and planning backward through several intermediate milestones. In order to earn a Parker School diploma, students will have to exhibit proficiency or mastery in several broad domains:

- * **Rhetoric**--Critical reading and writing; speaking and listening skills; and foreign languages.
- * **Modes of Inquiry**--Investigating problems through a series of lenses; using the inquiry processes of science, social science, mathematics, and the arts (both aesthetic and practical).
- * **Data Analysis**--the gathering and interpreting of facts, figures and information; the use of technology; research and interpretation skills; application, evaluation, synthesis, and analysis (Bloom's higher-order thinking skills).

Within those domains, students will be expected to exhibit proficiency or distinction in several respects:

- * **Problem-solving**
- * **Critical thinking**
- * **Responsible citizenship**

Basic skills and abilities presented in a Parker School Graduation Exhibition would include:

- * clear demonstrations of proficient or distinguished literacy in technology, mathematics, science, art, and social science;
- * the ability to see and make connections between disciplines;
- * the ability to apply, synthesize, analyze, and evaluate the content knowledge acquired in coursework;
- * the ability to do basic and complex research;
- * the ability to develop hypotheses and clearly identify the problem;
- * the ability to use a variety of resources (technical, human, etc.);
- * the ability to communicate articulately in writing and speech;
- * the ability to clarify communication through visual media or other means;
- * the ability to work independently;
- * an ability to work with a variety of people in collaborative settings;
- * the development of poise and self-confidence;
- * the demonstration of respect for others and their work;
- * the ability to manage time effectively;
- * the ability to self-reflect, self-assess and self-correct;
- * the ability to listen effectively and give constructive feedback.

The school day will be organized into long blocks of time, sometimes devoted to subject areas (like calculus or science laboratories) and sometimes to "essential questions" (like "Why do communities cooperate?"), which require multidisciplinary investigation. The school day might look something like this:

7:45-9:45--Block A

9:45-11:45--Block B

11:45-12:30--Family groups / lunch period

The vehicle for demonstration of Parker's desired student skills and abilities will be the Exhibition Tasks. While these might ultimately be created by students themselves, the initial Graduation Exhibition Tasks--the models, as it were--will be developed by the staff and presented to the students at their induction to the Parker School, as typical of what a Parker graduation candidate will be expected to solve to receive a diploma. Their experience at the Parker School will be entirely aimed at preparing them to distinguish themselves in presenting their solutions to such problems.

For example, an Exhibition Task organized around the essential question "Why do communities cooperate?" might explore one or more of its aspects, as follows:

- biology, through the evolution of cooperative or adversarial behavior among the species
- economics, through game-theory models that elicit or discourage cooperative behavior
- computer science, through developing a tournament of computer programs to see why cooperative behaviors evolve in "prisoner's dilemma" games
- social sciences, through the study of alternative dispute resolution techniques
- history, through examining the rise of the nation-state
- music, through the study of harmony, improvisation, and musical notation

Such a structure requires students to inquire into several important subject areas around a common theme, both honoring their individual interests and talents and teaching them to work together, rely on each other, and share ideas and knowledge.

"C. Describe the school calendar and hours of operation of the school."

The school will have both an extended day and an extended year, to accommodate the needs of working parents and of children. In order to incorporate curricular and extra-curricular activities, independent work, and social time into the school day, the school will be open from early in the morning (7:30 a.m.) until 6 p.m., for the use of all constituencies. Class time will likely comprise only 6 hours a day.

The school calendar will be approximately as follows: 180 days of class/year (roughly from the beginning of September until Independence Day). There will be a non-mandatory

summer program of 6-8 weeks duration, offered in late June through July. August will normally be a holiday month. The summer program will be integral to the normal school, focusing on professional development for teachers, expanded and experimental curriculum, and planning in general.

"11.) Student Performance:

A. Describe your proposed plan to assess student performance."

The Essential Schools rely heavily on the same principle used by the legal system: "the truth speaks for itself" (*res ipsa loquitur*). The best way to determine the quality of scholarship is to look at the work itself. The work of the students (and the teachers) will be subject to rigorous scrutiny by the trustees, other educators, the parents, the student's peers, and the teaching staff.

Many alternative schools seek to be exempted from standardized forms of assessment. This will not be true of the Parker School. We need to know whether we are better or worse on conventional scales, as well as on scales of our own devising. But test taking alone cannot satisfy the need for thorough assessment; moreover, standardized tests are frequently misused and misinterpreted. An important goal of the Parker School will be to develop authentic measures of achievement drawn from real world, complex problems--and to ensure that such measures meet the highest standards of reliability and validity. (See Section 11C, below.)

"B. What remediation will be available for underperforming students?"

Since an important attribute of Essential schools is highly individualized programs, children who have a difficult time or handicaps will not be stigmatized by special and visible "remediation." They will simply be working on their own program at their own pace, to their individual standard of maximum possible achievement. Where additional time or attention is necessary, the following will also be used:

1. Teachers, advisors, and parents will structure an individualized plan.
2. Additional teaching and tutorials if necessary, utilizing parents (as part of their mandatory contribution) and student peers when possible.
3. The Summer Institute.

"C. How will the development of skills be measured?"

Students of the Parker School will not graduate simply because they have spent a certain amount of time at the school and accumulated "credits." Because the need to "show what you

"know" is an integral component of a Parker School education, the school's assessment program will be performance-based, with the goal of presenting clear, well-documented evidence in a variety of forms in answer to the question "What should our students know and be able to do?" This system will have several important components:

1. The Graduation Exhibition

All students at the Parker School will be expected to present a Graduation Exhibition to receive a diploma. This will, initially, comprise a student's response to a complex, multi-dimensional problem the staff has devised, designed to reveal the student's proficiencies and mastery of learning across curricular areas. Over time, students will develop their own Graduation Exhibition problems, with staff review and approval.

2. Gateway Exhibitions

The Parker School will not arbitrarily segregate its students according to age or grade level. Rather, students will advance via Gateway Exhibitions--performance-based assessments that will determine whether students are ready to move on to new academic challenges--through the following broad cohorts:

- * The Middle Academy for what most would designate as 7th and 8th grades
- * The Exploratory Institute for 9th and 10th grades
- * The Senior Institute for 11th and 12th grades

Gateway Exhibitions will be offered at mid-year and year's end, and may be taken by students whenever they believe they are prepared to move to the next level of their education. No grade-level expectation or stigma will accompany these Gateway performances; students will be responsible for letting staff know when they are ready to move on.

3. The Student Portfolio

All Parker School students will keep a portfolio record of their work throughout their career at the school. These portfolios will include required selections demonstrating competency in designated curricula areas, as well as selections from areas of particular interest or strength. Students and teachers will select the portfolio pieces together, to reflect achievement and progress in various subjects; and the portfolio will include not only "best work" but also "process" pieces, which clearly reflect progress over the course of their time at Parker. Such portfolios should serve not only as significant records of student achievement, but also as insightful evidence of the quality of the curriculum and school programs.

4. Standardized Tests

Parker School students will take national standardized tests periodically, because they either want to or have to (as with the SAT's). The staff may also use these as rough measures of how Parker School students compare nationally on norm-referenced, standardized achievement tests. Experience with well established Coalition member schools has shown that a curriculum such as Parker's, with its emphasis on high standards and expectations, well prepares students to distinguish themselves on such examinations.

"12.) School Evaluation:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?"

- (1) Careful tracking of standardized student outcomes and performance.
- (2) The development of evaluator-independent techniques for comparing exhibitions.
- (3) Satisfaction of customers -- students, parents, and employers, for example.
- (4) An ongoing management by objectives program that calls for explicit goals and achievements (such as "increasing the percentage of female students taking the full science curriculum," or "increasing the apprenticeships posted at the school by 25%") as the school program develops.

"B. How will the school establish regular dialogue with parents? With the community?"

Parents will be obliged to have much more regular contact with the school than is typically the case. The scheduling of parent responsibilities will require regular communication through a newsletter, local television channels, and regular meetings, which can also be used for other topics, such as feedback, announcements, and demonstrations of student work. Both parents and community members will also participate in the evaluation of exhibitions, thereby becoming directly involved with the assessment of student performance.

As volunteers realize, there is little substitute for seeing the school in action to know how it is doing. The school will encourage parents to attend and participate in many school-centered activities. Lunch and breakfast, for example, will be open to parents and other members of the community. Their attendance will be encouraged by use of these times for display, debate, and other interaction. The school will not be an isolated culture of adolescence; though this is typical in most schools, it has been the exception rather than the rule in civilized history. Instead, everyone will work to establish the intergenerational culture that

makes all small communities thrive.

Parker School will not encourage cultural divides, such as separate eating facilities, between teachers and students. Instead, adults and students will be encouraged to make use of the school for a wide assortment of activities, whether intergenerational or not--athletics, classes during and after school hours, game clubs, and meals. A key attribute of the school will be a commitment to lifelong learning.

"13.) Human Resource Information:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?"

The Parker School will be largely teacher-managed. The founders and trustees will recruit core senior faculty for their experience with Essential school methods, as well as more conventional standards of teaching ability (expertise in content areas, advanced degrees, and superior references). Certification will not necessarily be required at this level, but most candidates will have extensive teaching experience.

To teach at the Francis W. Parker School is to become part of a four-tiered, differentiated staff of professionals and professionals-in-training. Traditional administrative roles are distributed among the teaching and support staff; and all governance decisions are shared among them. Most important, the responsibility for training new teachers is incorporated into the very structure of the school.

Three Principal Teachers head the teaching staff--one for each major curricular area. (See Educational Program, Section 10.) Their immediate support (for a proposed 350 students) will include six Senior Practitioners (veteran teachers); twelve Junior Practitioners (relatively new but with teaching certification) make up the third tier. Finally, twelve Teaching Interns (masters degree candidates who are completing the training necessary for their teacher certification) serve as additional classroom instructors; and undergraduate Apprentice Teachers work with each team. This differentiated staff provides at least 30 teachers for the 350 students the Parker School's proposes to enroll in grades 7-12 when it reaches full strength, creating an enviable 10 to 1 student/teacher ratio.

All teachers, interns, and apprentices will be involved in regular seminars and colloquia on teaching and learning, which not only serve as the instructional component of teacher certification requirements but also allow practitioners to continue their professional development for academic credit. Such meetings take place daily by specific enrollment, with one weekly required all-staff seminar substituting for the conventional faculty meeting; they are the equivalent of graduate seminars at a university, with the advantage of a practical working experience in which the content may be rooted. The Principal Teachers are primarily

responsible for drafting the curriculum for these courses, with input from the Senior Practitioners. All staff members are expected to prepare for seminars through readings, to assemble portfolio work, and to present exhibitions (often in the form of in-class practice). Some examples of course topics:

- * Philosophy of Education
- * Curriculum Development
- * Instructional Methods
- * Authentic Assessment
- * School Management/Governance

Job Descriptions

Principal Teachers. Master teachers with established classroom track record in integrated curriculum development, authentic assessment, supervision of student teachers, and team facilitation; advanced degrees qualify Principal Teachers to teach school-based graduate courses for university credit. Facilitate and take final responsibility for staffing; establish governance structure; work with Senior Practitioners to design seminars for curriculum development and teacher preparation. Oversee three Senior Practitioners, three Junior Practitioners, and three Teaching Interns.

Senior Practitioners. Experienced, successful classroom teachers with masters degrees, broad academic backgrounds, demonstrable background in the philosophy of "student as worker" and performance assessment, and a history of working collaboratively with colleagues. Work directly with Junior Practitioners on planning, curriculum, pedagogy, and assessments. Assume responsibility for one Teaching Intern each quarter. As part of a team, assume certain administrative jobs such as scheduling, facilitating team meetings, etc.

Junior Practitioners. Newer teachers (1 to 5 years experience) with broad academic background and teaching certification, seeking to attain their masters degree and ultimately become Senior Practitioners. Paired with Intern; assume certain administrative chores.

Teaching Interns. Masters degree candidates or college graduates, preferably with an interdisciplinary concentration or strong academic background in several fields. Hired on a two-year or three-year contract with the expectation that once that period is completed they will qualify for teacher certification and go on to other like-minded schools. Continual practice in teamwork, curriculum and assessment design, and the principles of active learning will be required; a modest stipend accompanies the position.

Apprentice Teachers. Undergraduates with strong and broad academic background and an interest in exploring the teaching profession. Work with each team as extra hands, facilitating small-group work in classrooms, etc.

Almost all administrative functions will be the responsibility of the teaching staff. While there will be a small number of staff responsible for record-keeping and similar tasks, there will be few, if any, high-level strictly administrative posts. Even the business manager, for example, will have at least a 50% teaching load. There are models for this in a number of successful schools, such as O'Farrell Community School in San Diego, where the administrative tasks are apportioned to teachers individually or in small groups. Since the workload for each task is nominal, it does not impose an excessive burden on the teaching staff. It also increases the teachers' ownership of the enterprise, since there is no sense of administrative "mandates from above" coming from out-of-touch administrators.

"B. How will teachers and administrators be evaluated? How often?"

Because of the unique philosophy and staffing structure of the Parker School, evaluation will be far more an ongoing process than is the case in most traditional schools. Regular quarterly written reviews will be filed for all staff in a system that centers on teacher self-reflection and collegial peer critiques. In addition, all teachers will be expected to keep a continual reflective journal about their teaching. Together these will comprise the teaching staff's Teacher Portfolios, an integral part of Parker's evaluation and accountability system.

The Principal Teachers will have the responsibility of staff oversight, serving as coaches to all staff members; but their primary interaction will be with the Senior Practitioners, with whom they will review curriculum design and implementation in direct relation to continuous staff development. Principal Teachers will observe Senior Practitioners in their classes at least once every two weeks, and will also visit each others' classes with the same frequency, as a "quality control" mechanism. Senior Practitioners will also be invited to observe and evaluate Principal Teachers' classes on a regular basis. Debriefing of all visits will occur in seminar and colloquia settings, as well as in one-on-one "critical friend" meetings.

Junior Practitioners and Interns will be supervised and evaluated by both Principal Teachers and Senior Practitioners. Each Senior Practitioner will work together with a certain number of Junior Practitioners and Interns who will be considered a "team," meeting regularly in seminars and colloquia for curriculum development/implementation and staff evaluation/development.

One-on-one "critical friend" meetings between Senior Practitioners and Junior Practitioners and Interns will also be scheduled on a regular basis. The entire staff and the academic program will be reviewed regularly in a fashion that reflects the way the school itself is designed. The staff will determine desired outcomes for the school year and regularly meet to discuss and evaluate where they are in relation to those outcomes. The focus will be on what progress the staff is making in reaching its objectives, how effectively the school is

functioning, and what will be necessary to improve practice and performance by staff to achieve its outcomes. The hope is that "outsiders"--including members of the Board of Trustees--will participate in these periodic staff and program reviews.

"C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development."

It is not anticipated that any of the staff will be unionized or have employment contracts. There will be policies applicable to all employees for voluntary and involuntary terminations, covering such issues as warnings (two written warnings, followed by a written dismissal, signed by the immediate supervisor and the principal teacher), notice, and severance pay.

Benefits will be comparable to other public schools; we may petition to buy into the health and benefit programs of other town employees in the same town.

Staff development will be an integral part of the school, since the establishment of a normal school for teachers is one of the principal goals. (See Section 13A.)

"14.) School Governance:

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school."

There are no plans to contract to an outside group for management of the school. While the school may establish ties to other public schools (such as buying into benefit plans, or contracting for use of gymnasiums and auditoriums), the school will be under new and separate management.

The school will need to address several management issues in its organization: policy-making, financial, administrative, and incentives. These will be approached as follows:

The school's governance will be based upon Lawrence Kohlberg's principles of a "Just Community."

Parker School students will have an active and decisive role in school decision-making. Based on a constitution drafted by students and faculty, school governance will follow the model of Lawrence Kohlberg's "Just Community School." Active, working models of this type of democratic school governance currently exist in a number of secondary schools--most notably in Coalition member schools in Bronxville, Croton-on-Hudson, and Scarsdale, New York.

In many ways, a Just Community governing body operates much like an old-fashioned New England town meeting, in which any constituent can have input. The Parker School student-faculty governing body will have jurisdiction over "quality-of-life" matters at the

school; it will also serve as an advisory group regarding curriculum development, insuring student input and advice to staff on these matters. As the Constitution for Parker is developed, parent members may join the governing body, further broadening its influence and power.

The governing body may take any of several configurations:

- * a representative council drawn from the student body, the faculty, and parents;
- * a weekly full-school "town meeting," with certain executive officers chosen to carry out decisions by the school body;
- * a "traditional" three-branch system, with an executive board, a legislative body, and some judicial conflict-resolution group.

Because the possibilities are numerous, it is important that the students--and possibly their parents--work with the Parker faculty to define what the governing body will finally look like. The exercise of drafting and ratifying a Constitution (and possibly a Parker Citizens Bill of Rights) is one of the first and most important steps in establishing the democratic climate the Parker School hopes to promote. Defining the school government, its jurisdiction and power, will clearly demonstrate how the Parker School sees itself, its students, its faculty, and their integrally connected relationship in the teaching and learning process.

As Seymour Sarason argues in his book *The Predictable Failure of Educational Reform*, school reform has not taken hold in the last 50 years largely because the basic power relationships within schools have remained static. This situation could change, he asserts, if school people were willing to ask in a democratic format (including students) the fundamental question, "How do we want to live here?" That question will shape the Parker School's governance. The way its staff, students, parents, and Board of Trustees answer it will speak volumes in answering how the Parker School will serve as a model of democratic governance in a public school setting.

The school shall demonstrate sound financial management.

The Parker School must remedy several management problems frequently encountered in public schools. When most public schools overrun their budgets, they are able to appeal to the town for additional funds. This will not be possible at the Parker School, since there is nowhere to appeal short of the state legislature. As a result, budgeting will be done to the standard required by corporations (profit or non-profit).

Within the school itself, the trustees will be ultimately responsible for securing financing over and above the basic program budget. Founders and teachers will be integrally involved in this effort, through grant applications, foundation solicitations, establishment of user fees for extra offerings, etc. The faculty and staff of the school will be accountable for budgetary performance.

The school shall be a model of minimal overhead.

School costs in Zurich, Switzerland were recently compared to those for Riverside, California schools. The cost per pupil was approximately the same in real terms (slightly lower in Zurich). However in Zurich there were twice as many teachers per student, and teachers were paid approximately 30% more. How can this be? The overhead of administration consumed nearly 50% of funds in Riverside and approximately 10% in Zurich.

The Parker School will look a lot like a Zurich school. There will be substantially fewer, if any, full-time administration positions. The Principal's post will be held by the Principal Teachers. All teachers will share the functions of guidance, curriculum development, facilities management, purchasing, reporting to the Board of Trustees, etc. The teachers will work more hours than in a conventional school, and be paid accordingly. Ideally, senior teachers will be paid comparably to the best (public or private) schools. For this to be possible, and for student/teacher ratios to be in the range of 12/1, balancing the budget will be a major challenge.

The school will exemplify team management and decentralized control, to the extent it is possible.

The school's leaders will be experienced in the methods of team management and relatively "flat," non-hierarchical organizations. Every decision is not a committee decision; control and accountability are pushed to the lowest possible level within the organization. Team management, as well, does not mean the absence of individual responsibility for the team's goals.

In the best organizations, there is always a tension between democratic governance on the one hand, and swift, effective execution on the other. This will be even more true in the Parker School, because of the critical importance of acceptance of decisions by all the school's constituencies. Clearly, it is possible to err in either direction. We hope that the Parker School, being founded on a shared vision, will remain true to its purpose and goals. Ultimately, it will be the responsibility of the trustees to ensure this. When conflict occurs between the directions championed by popular demand and the essential philosophy of the school (as held by the trustees), the trustees will have to use their judgment.

Management of the school will include ownership and incentives typical of the best-run corporations.

The school will attempt to avoid the bureaucratic and organizational constraints of most public enterprise. Whether these are the result of adversarial union relationships, hiring and firing by School Committees rather than by accountable entities in the school, compensation based upon specifications and seniority, or reporting requirements of regulatory bodies, the school will try to start with a clean slate. As charter schools are just beginning in

Massachusetts, it is too early to determine what level of freedom the school will have. (See Section 13 for more detail on this issue.)

"B. How will the board of trustees be chosen?"

Since the board is so fundamental to the definition of the school, most of the trustees have already been selected by the founders. The board, it was felt, should represent the educational leadership of the school (Theodore Sizer, Nancy Faust Sizer, Laura Rogers, and Kathleen Cushman), industry and government (Jack Donahue, Joshua Boger, and John Stadler), founding parents (Stadler, Cushman, and Rogers), founding teachers at the school (Bil Johnson, Mary-Wren vanderWilden), and older students. There will likely be at least one additional teacher once the staff is established. While the decision to select the board early was arbitrary, we feel it is the best way for the Secretary of Education to know exactly who will be running the school.

The Board of Trustees

Theodore R. Sizer

Theodore Sizer is the founder and Chairman of the Coalition of Essential Schools. The former Dean of the Harvard Graduate School of Education and Headmaster of Phillips Andover Academy, he is now the Walter H. Annenberg Distinguished Professor at Brown University and the Executive Director of the Annenberg National Institute for School Reform. He is the author of *Horace's Compromise: The Dilemma of the American High School*, and *Horace's School: Redesigning the American High School*.

John D. Donahue

Jack Donahue is currently serving as Assistant Secretary for Policy in the U.S. Department of Labor. He is on leave from his position as associate professor of Business and Government at Harvard University's John F. Kennedy School of Government, where he has extensively studied issues of investment in education, apprenticeships in the German economy, and privatization of public enterprises. He is the author of *The Privatization Decision: Public Ends, Private Means* and, with Secretary of Labor Robert Reich, *New Deals: The Chrysler Revival and the American System*. Mr. Donahue graduated from Indiana University and has a Masters degree and Ph.D. from the Kennedy School.

Joshua Boger

Joshua Boger is the founder and CEO of Vertex Pharmaceuticals Inc. (NASDAQ: VRTX) in Cambridge, Massachusetts. Prior to founding Vertex, Dr. Boger held the position of Senior Director of Basic Chemistry at Merck Sharp and Dohme Research Laboratories in Rahway, New Jersey, where he headed both the Departments of Biophysical Chemistry and of Medicinal Chemistry of Immunology and Inflammation. Dr. Boger developed an international

reputation as a leader in the application of computer modeling to the chemistry of drug design and was a pioneer in the use of structure-based rational drug design as the basis for drug discovery programs. He holds a B.A. from Wesleyan University and a M.S. and Ph.D. in Chemistry from Harvard University.

John Stadler

Currently a venture capitalist specializing in seed financing and management for start-up companies, Mr. Stadler is a parent of three children in the Harvard public schools and a member of the Harvard Elementary School Council. Interested in mathematics and problem solving, he directs the before-school Puzzle, Problem, and Game Club and Mathematics Olympiad Competition at the Elementary School. Formerly, he co-founded Clearpoint Research Corporation, managed its growth to \$75M in revenue, and started the Clearpoint Research Foundation, a contributor to science and engineering education in Massachusetts. Mr. Stadler, a graduate of Harvard College, holds a masters degree from Harvard University's John F. Kennedy School of Government.

Nancy Faust Sizer

Nancy Faust Sizer has a distinguished career as a secondary school history teacher and writer. She has taught at Phillips Andover Academy and the Wheeler School in Providence, Rhode Island. She and her husband, Theodore Sizer, are 25-year residents of Harvard, Massachusetts. She holds degrees from Wellesley College and Harvard University.

Kathleen Cushman

A writer and publisher with a strong interest in school reform, Ms. Cushman has written and edited *Horace*, a bimonthly publication of the Coalition of Essential Schools, for the last five years. Her collected work will be published next year by Teachers College Press at Columbia University. Her articles on education have also appeared in *American Educator*, *Parents*, *Education Digest*, and other magazines. A 21-year resident of Harvard, Massachusetts and publisher of the Harvard Post newspaper, she taught writing and editing at Harvard University until 1991.

Laura Rogers

Laura Rogers holds a doctorate in education from Harvard University, where she worked closely with Lawrence Kohlberg on issues of adolescent development. A licensed psychologist in Massachusetts, she is a founder of the Clinical Developmental Institute in Belmont, Massachusetts and Director of Continuing Education there. A Harvard resident, she was a member of the Harvard School Committee for five years; she consults and teaches frequently on mental health issues.

Wilbur J. Johnson

A member of the Coalition of Essential Schools National Re:Learning Faculty, Bil Johnson has taught interdisciplinary high school courses in New York for 21 years. A graduate of Yale University with a Master of Arts in Teaching from Colgate University, he is currently on leave from Bronxville High School and working toward a doctorate in curriculum and teaching at Teachers College, Columbia University. As a member of the Four Seasons Project (an alliance between the Coalition of Essential Schools, Harvard University's Project Zero, Columbia University's NCREST project, and the Foxfire Network), Johnson is a National Faculty Member on Authentic Assessment, consulting on assessment and curriculum integration to schools and districts around the country.

Mary-Wren vanderWilden

Now a Citibank National Faculty member of the CES, Ms. VanderWilden was formerly a humanities teacher at Pasadena High School during its 5-year transformation into a Coalition School. Ms. vanderWilden is a Phi Beta Kappa graduate of Scripps College, holds a Masters degree from the Wharton School, and has a Masters in Education from Harvard University.

"C, D. Describe the roles and responsibilities of the board. Describe the relationship of the board to teachers, administrators, students, and families."

The responsibilities of the Board of Trustees include but are not limited to:

- (1) Hiring, firing, and annual review of the principal teacher(s).
- (2) Review and approval of the annual budget.
- (3) Review and approval of the annual report.
- (4) Liaison with, and representation of, their respective constituencies in board decisions.
- (5) Approval of major decisions of the school, such as the establishment of partnerships; building, financing, or leasing of school premises; major changes in goals or objectives of the school; terminations for cause; and expulsions.
- (6) Attendance and participation in biannual board meetings, as well as special meetings as necessary.
- (7) Informal counsel of the principal teacher(s) on an as-needed basis.

The board will have a relationship to the school that is typical of boards of directors of public corporations. This will include issues of responsibility and liability. The board will not be compensated, except for expenses.

Since teachers, administrators, students, and families will be members of the board of trustees, those groups will have access to the highest level of decision making. This will typically only be necessary for issues of grievance or conflict; otherwise issues should be taken directly to the person or team with that responsibility. Any party may request that an issue be addressed by the board or put on the next meeting's agenda. It will then be up to the board to respond appropriately.

"F. Describe the nature and extent of community involvement in school activities."

Because the educational program at Parker will be bound up with community and business interests through community service, apprenticeships, business partnerships, and the like, we expect a high degree of community involvement in school activities. See Sections 2B and 2C for elaboration of the school-community relationship.

"15.) Building Options:

A. Describe your present options for a school building. Demonstrate how this site(s) would be a suitable facility for the proposed school."

The location of the school has not been selected, since it will be the result of a careful evaluation of alternatives. If the school is to open in September 1994, interim solutions may also be considered. Options that will be considered are as follows, roughly in order of desirability:

1. Fort Devens

The planning for re-use of the fort is proceeding on roughly the same schedule as the charter school legislation. The fort will be vacated by July 1995, and its transition to civilian use largely agreed to over the next 12 months. Many buildings at the fort would be suitable for use as a school, some requiring more expense than others to construct requisite facilities. The present elementary school at the base, originally built for 800 students, would be an obvious candidate site. There is also a former day-care center that would cost relatively little to convert to a middle/high school.

Currently, the designation of the future use of these buildings is in the very early stages. Founders of the Parker School are participating in this process and keeping other parties apprised. We will formalize our request for priority as soon as a charter is approved.

2. Converted commercial or industrial space owned by a corporate partner to the school.

Many companies in this area have shrunk considerably over the last several years and have excess capacity that will likely be mothballed rather than sold or leased. We are exploring partnerships with Digital, Wang, and NEC that could involve free or highly discounted lease

arrangements. These discussions are very preliminary, pending approval of our charter.

3. Converted former public school buildings in nearby towns (currently being used for other purposes).

Towns such as Littleton lease space to private schools in former public schools. Other towns, such as Maynard, have excess capacity due to substantial numbers of students attending neighboring districts under the School Choice provisions of the Educational Reform Act. Such districts may consider a cooperative arrangement with the Parker School.

4. Leasing town-owned land in a good location and building a school.

This could be difficult, since it involves financing a building on land leased from a town. It is worth exploring, however.

5. Leasing commercial space at market rates and converting it to school use.

As a fall-back position, it will always be possible to convert commercial space to school use at some (perhaps considerable) expense. Obviously, we hope to do better than this.

"C, D. Discuss any progress of future plans for acquisition of a school building. Describe financing plans, if any."

There are currently no plans for acquiring or financing the purchase of a building. This may change as options unfold.

PART III

"16.) Code of Conduct:

A, B. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook. Describe your school's policies regarding expulsion and suspension."

A Student Handbook will include the following topics:

1. A contract entered into by the students, their parents or guardians, and the school committing to full effort and a willingness to meet each of their obligations.
2. Expectations of attendance and performance.
3. The consequences of non-performance.

4. Procedures for exceptions.
5. A simple, concise, yet meaningful definition of acceptable behavior.

Aside from complying with all state and local laws, the code of student behavior and all disciplinary policies will be a subject for the Student-Faculty Governance Council described in Section 14A.

"17.) Special Needs Students:

Describe how your school will accommodate special needs students."

The design of the Parker School is intended to create opportunities for individual success and student-centered learning. The teachers will be working together in teams, and will have shared planning time on a nearly daily basis. Each teaching team will include at least one teacher who is certified in Special Education, and who will provide consultation to other teachers and, when necessary, coaching to individual students. The classes will not be confined by arbitrary schedules of 42-minute classes, but will be structured to reflect the actual time needed to pursue the student-designed projects and student-centered learning which form the core of the academic activities. In effect, our classes are designed to meet the variety of needs and rhythms of each student and therefore will be able to accommodate students of varying abilities and styles. Teaming, cooperative learning, projects drawing on a variety of forms of intellectual skills, flexible scheduling, and performance-based assessment will allow us to meet the needs of most students with special learning needs within the typical class. Moreover, all students will benefit from being included with students of varying abilities, while not having to conform to "average expectations" as is required of students in conventional didactic classrooms.

Some students may experience severe difficulties which require special attention outside the range of the Parker School's capabilities. Upon consultation with the parents and teachers involved, we will make appropriate referrals to other public schools. Without substantial additional funding from the state at least at levels comparable to what other schools receive in order to comply with M.G.L. Chapter 766, the Parker School cannot accept such students.

"18.) Funding:

A, B, C. Devise a start-up budget covering the planning stage before school opening. Devise a 5-year budget covering projected income and planned expenditures. Include all sources of anticipated income, including per pupil tuition and private or public grants."

(see Appendix II)

"19.) Accountability:

A. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s.89?

Formal planning, including specific goals and milestones, is a hallmark of all successful organizations. The annual report will begin with the formal goals and plans for the academic year, review and evaluate progress, and establish the goals for the forthcoming year. This will be conducted primarily by the principal teachers, with assistance from the faculty and parents as necessary. The results of this review will be presented in preliminary form to the trustees, then amended as directed. The final results of this process will be published in the annual report in compliance with first component specified by law (cited above).

The second component -- a financial review -- will be an integral part of the plan and its execution. The responsibility for financial management will rest with the business manager (reporting directly to the trustees), using whatever resources are necessary to maintain timely and accurate statements. The scale of difficulty of this endeavor is not substantially different than it would be with a small company of 10-30 employees -- approximately 1-2 days a week for an entry-level bookkeeper. If a payroll service is used, it will be even simpler, since there is little complexity to the production side of a school's bookkeeping. The factors that make this more difficult than a small company (and which will hopefully be changed or remedied by level funding) is the calculation of billing information for many towns and the collection efforts necessary to extract payment from notoriously slow payers.

The actual publishing of this information, since it will be necessary to tabulate for sound management, does not impose a substantial burden. The annual report of the school will also function as an information piece and recruiting tool for students and teachers, so much more effort will go into its preparation, publication, and dissemination.

"B. Discuss your plan for regular review of school finance and accounts."

In addition to annual or semi-annual review by the trustees, an audit or review by a CPA may be warranted.

"C. Describe your system for maintaining school records and disseminating information required under public school law."

While it is premature to fully define the scope of school records, their methods of collection and retrieval, and other aspects of the management information systems that will be implemented by the school, it is clear that a system must be designed around the requirements of the law as well as the needs for sound management. The business manager will be responsible for all such requirements.

"20.) Transportation:

A, B. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation? How will students who live outside the local district be transported?"

The transportation plan of the Parker School will depend on many factors, primarily the school's location and its budget. Since the school is intended to serve a geographically dispersed population, it is likely that most students from out of the local town will be dropped and picked up at the school by parents on their commute. Arrangements for district transportation for local students will be made at the appropriate time.

"21.) Liability and Insurance:"

It is not possible to address these issues until a site is selected.

Appendix I: Resumes of Founders

CURRICULUM VITAE

JOSHUA SCHAFER BOGER

NAME: Joshua Schafer Boger **SSN:** 241-84-6541

ADDRESS: 243 Old Pickard Road
Concord, MA 01742-4727 **Vertex Pharmaceuticals Incorporated**
40 Allston Street
Cambridge, MA 02139-4211

TELEPHONE: (508) 371-7416 (Home) **(617) 576-3111 (Work)**
(617) 576-2109 (FAX)

DATE OF BIRTH: 12 April 1951

MARITAL STATUS: Amy Schafer Boger, M.D., F.A.A.P. - (Pediatrics)

EDUCATION:

Undergraduate: Wesleyan University **B.A. Chemistry & Philosophy, 1973.**
Middletown, Connecticut

Research Professor: Paul Haake

Graduate: Harvard University **A. M., Chemistry, 1975.**
Cambridge, Massachusetts **Ph.D., Chemistry, 1979.**

Research Professors: Jeremy R. Knowles (Harvard University)
Jean-Marie Lehn (Universite Louis Pasteur, Strasbourg, France).

ANCILLARY TRAINING: 1978 – Research and Study in Biophysical-Organic Chemistry,
Universite Louis Pasteur, Strasbourg, France

ACTIVITIES AND AFFILIATIONS:

Educational:

1969-1973 Wesleyan University
1970 - Cole Creative Writing Prize
1972 - Phi Beta Kappa
1973 - Summa Cum Laude, with University Honors in Chemistry
1973 - Hawk Biochemistry Prize

1973-1978 Harvard University
1973-1976 - National Science Foundation Graduate Fellow
1973-1976 - Department of Chemistry Teaching Fellow
1975-1976 - Head Teaching Fellow: Organic Chemistry (300 students)
1976-1978 - Department of Chemistry Research Assistant
1976-1978 - Dudley House (Harvard College) Tutor

Professional:

1972-present - Federation of American Scientists
1973-present - American Chemical Society
1991-present - International Society for Antiviral Research

REFERENCES:

Professor Jeremy R. Knowles
Department of Chemistry
Harvard University
12 Oxford Street
Cambridge, Massachusetts 02138
(617) 495-5219

Professor Jean-Marie Lehn
Institut de Chimie
Universite Louis Pasteur de Strasbourg
Boite postale 296/R 8
67008 Strasbourg-Cedex FRANCE
88.41.60.62

Dr. Paul Anderson
Vice-President, Chemistry
Merck Sharp & Dohme Research Laboratories
West Point, PA

Professor Ralph Hirschmann
Department of Chemistry
University of Pennsylvania
Philadelphia, PA 19104
(215) 898-7398

CAREER:

- 1973 (summer) - Research Associate
Kodak Company
Rochester, New York
- 1978-1985 - Senior Research Fellow (1984-1985)
Research Fellow (1982-1984)
Senior Research Chemist (1978-1982)
Medicinal Chemistry Department
Merck Sharp & Dohme Research Laboratories
West Point, Pennsylvania
- 1985-1988 - Senior Director – Basic Chemistry (1987-1988)
Biophysical Chemistry
Medicinal Chemistry - Immunology and Inflammation
Associate Director (1985-1987)
Medicinal Chemistry - Immunology and Inflammation
Merck Sharp & Dohme Research Laboratories
Rahway, New Jersey
- 1989-Present - President & Chief Executive Officer (1992-present)
President & Chief Scientific Officer (1989-1992)
Director (1989-present)
Vertex Pharmaceuticals Incorporated
40 Allston Street
Cambridge, MA 02139-4211

Subsidiaries of Vertex Pharmaceuticals Incorporated:

President & Director (1991-present)
Vertex Pharmaceuticals Securities Corporation
40 Allston Street
Cambridge, MA 02139-4211

President & Chairman of the Board (1992-present)
Altus Biologics Inc.
40 Allston Street
Cambridge, MA 02139-4211

KATHLEEN CUSHMAN

P. O. Box 308, Harvard, Massachusetts 01451
(508) 456-8058 • (508) 456-9162 (fax)

Biography

Kathleen Cushman is a writer and editor with broad experience in teaching and publishing. She has been an editor and publisher of newspapers, books, and magazines, and a teacher of writing and editing. She writes in a number of genres, including fiction, poetry, reportage, and the essay.

Ms. Cushman writes and edits the journal *Horace*, a regular critical analysis of Theodore Sizer's Coalition of Essential Schools, which is a high school reform movement based at Brown University. She was Guest Editor for the Harvard Education Letter of March 1992, and for *Changing Minds* (1994), a publication of Michigan State University. Her articles on education have appeared in American Educator, Parents magazine, the NASSP journal, and other magazines. She also serves as Project Editor of "School Reform and the Law," a joint project of Harvard Law School and the Harvard Graduate School of Education, funded by the Andrew Mellon Foundation.

From 1986 to 1991 she taught expository writing at Harvard University, in a section that concentrates on the essay. She has also taught the Principles of Editing course offered by Harvard's summer writing program, and a writing course in Harvard's extension division.

After graduating with honors in 1971 from Wellesley College, where she was awarded an Academy of American Poets prize and a Durant Scholarship, Ms. Cushman and a partner started the Harvard Post, a weekly newspaper in Harvard, Massachusetts. Her book *How to Produce a Small Newspaper: A Guide for Independent Journalists* is in its second edition with over 20,000 copies in print, and she has consulted with hundreds of small newspapers in their beginning stages.

During college and for four years afterwards, Ms. Cushman developed and edited college history and political science textbooks for Little, Brown and Co. and D. C. Heath, Inc. In 1975, with two colleagues, she founded the Harvard Common Press, an independent trade book publishing company now located in Boston. She was Editorial Director of that company until 1984, when it was sold, and was responsible for the development, editing, design, and publication of some 30 successful nonfiction books during that period.

From 1981 to 1984 Ms. Cushman also helped launch the national student magazine Highwire (later TeenAge), and was Senior Editor at that publication. At the end of her two-year tenure, Highwire magazine received two National Magazine Award citations for excellence.

From 1984 through 1988 she was creative consultant to McPherson, Schultz and Associates, a Cambridge, Mass. marketing and development firm specializing in nonprofit organizations. She developed fundraising packages for WGBH, KCET, and several other public broadcasting stations, and for the Juilliard School, the Smithsonian, and many other nonprofit clients.

Kathleen Cushman's fiction, poetry, essays, and criticism have appeared in the New Yorker, the Atlantic Monthly, the New York Times Magazine, Grand Street, New England Monthly magazine, Special Report, and many other publications. Her book *Circus Dreams: The Making of a Circus Artist* (Little, Brown, 1990), was co-written with her daughter Montana Miller, an aerialist who trained in France.

JOHN D. DONAHUE

79 Kennedy Street
Cambridge, MA. 02138
617-495-9007
FAX 617-496-0063

PRESENT POSITION

Associate Professor, John F. Kennedy School of Government, Harvard University. Courses taught include:

The Business-Government Relationship
Financial Management, Budgeting, and Control
Analysis for Privatization Decisions
Economic Policies in the American States
Seminar on the Public-Private Frontier
Political and Organizational Analysis
Topics in Public and Private Finance.

EDUCATION

Harvard University Master of Public Policy, 1982; Ph.D. in Public Policy, 1987; Dively Foundation Fellowship, Business and Government Doctoral Fellowship, National Science Foundation Fellowship

Indiana University B.A. (high distinction) in economics and political science, 1979. University honors; departmental thesis award; Phi Beta Kappa.

PUBLICATIONS

BOOKS

The Competitive Commonwealth: America's Divided States in a Global Economy (in progress)

The Privatization Decision: Public Ends, Private Means (Basic Books, 1989, paper 1991; Spanish translation 1991; Arabic translation and Portugesse translations 1992; Swedish translation forthcoming 1992)

New Deals: The Chrysler Revival and the American System (Times Books, 1985, Penguin Books, 1986; with Robert B. Reich)

Cost-Benefit Analysis and Project Design (Indiana University Press, 1980; editor and contributor)

Wilbur J. (Bil) Johnson, Jr.
159 W. 78th St #2
New York, New York
10024
(212) 595-7008

Bil Johnson is a member of the Coalition of Essential Schools National ReLearning Faculty, as well as a Social Studies teacher at Bronxville (N.Y.) High School (on leave, 1993-94). A 1971 graduate of Yale University with a Master of Arts in Teaching from Colgate University (1973), Mr. Johnson has been the recipient of two National Endowment for the Humanities Fellowships (1983 at Yale, 1986 at Columbia), a Council for Basic Education Independent Study Fellowship (1987), a Federal Title IV-C Grant to study at Harvard's Center for Moral Education with the late Lawrence Kohlberg (1981), and he directed a Title VI Federal Grant program for "Reading and Writing Across the Curriculum" for the Winchester (MA) school district when on the English Department faculty there (1986). Mr. Johnson has worked extensively with Grant Wiggins, Heidi Hayes Jacobs, and Bena Kallick on Authentic Assessment & Integrated Curriculum over the past six years and, since September of 1990, has served as a consultant to the Pennsylvania and Michigan State Departments of Education, numerous schools in the New York City / Metropolitan area, various Chicago city schools, as well as schools in Indiana and Connecticut. He has also conducted Summer Institutes for the Coalition of Essential Schools, conducted workshops at their last two Fall Forums and, in October, 1992, was a presenter on Authentic Assessment at the College Board's National Forum in New York City. In the summer of 1992 Mr. Johnson became a member of the The Four Seasons Project (an alliance between the Coalition, Project Zero from Harvard, NCREST at Columbia's Teachers College and the Foxtire Network), as a member of their National Faculty on Authentic Assessment. Mr. Johnson recently published an article on Authentic Assessment for the Holistic Education Review's December edition. He will be starting doctoral studies at Teachers College, Columbia University in the field of Curriculum and Teaching in September of 1993.

Addenda 9/20/93

As of September 1, 1993, Mr. Johnson joined the New York State Council for the Social Studies Executive Board as Co-Chair of the Secondary Curriculum and Assessment Committee and is drafting a position paper for that organization in response to the Interim Committee Report on the New Compact for Learning. He is also serving as a member of the Pacesetter Consortium Districts Project (directed by Grant Wiggins), an Authentic Assessment initiative, as a technical assistance consultant. Mr. Johnson is also serving as a technical assistance consultant to the ATLAS Project, one of the New American Schools Development Corporation (NASDC) initiatives.

Wilbur J. (Bil) Johnson, Jr.
159 W. 78th St. #2
New York, New York 10024
(212) 595-7008 phone/fax

EDUCATION

Yale University, B.A. 1971; Morse College Fellows' Award
Colgate University, M.A.T., 1973
Graduate Credits: Harvard University, New York University
(22) Columbia University, Iona College

PROFESSIONAL EXPERIENCE

Bronxville Schools 1987-present
Bronxville, NY (on leave, 1993-94)
Social Studies / English teacher
Winchester High School 1984-87
Winchester, Massachusetts
English teacher
Blind Brook High School 1973-84
Rye Brook, New York
Social Studies / English teacher
Extracurriculars: Seminar Coordinator, School Newspaper
advisor, Student Government Advisor, Varsity
Basketball Coach, J.V. Tennis Coach, Harvard Model
Congress Advisor, Fall Play Producer / Director
(Bronxville); Varsity Tennis Coach, Fall Play Producer,
Director (Winchester); Varsity Basketball, Volleyball,
Tennis Coach (Blind Brook)

GRANTS, AWARDS

- National Re:Learning Faculty, Coalition of Essential Schools
- National Faculty, Four Seasons Project on Authentic Assessment
- National Endowment of Humanities Fellowships: 1983 (Yale),
1986 (Columbia)
- Council on Basic Education Independent Study Fellowship, 1987
- Title IV-C, Federal Grant to study at Harvard University's Center
for Moral Education, 1981
- New York Historical Society Fellowship, 1989
- Winchester High School Teacher of the Year (Golden Apple)
Award, 1986
- Spring Sports Coach of the Year, Boston Metro area, 1987
- Publication: "Creating Performance Assessments", *Holistic
Education Review* Winter, 1992

References available upon request

CURRICULUM VITAE

LAURA ROGERS, Ed.D.

Home Address:

32 Sawyer Lane
Harvard, MA 01451
(508) 486-3903

Office Address:

Clinical Developmental Institute
396 Concord Avenue
Belmont, MA 02178
(617) 489-4400

Education and Certification:

- 1990 Licensed Psychologist Provider, Commonwealth of Massachusetts (License No. 5049)
- 1987 Ed.D. in Human Development, Harvard Graduate School of Education, Cambridge, MA
- 1975 Ed.M., Harvard Graduate School of Education, Cambridge, MA
- 1972 A.B. in Philosophy, Mount Holyoke College, South Hadley, MA

Clinical Training:

- 1981-1982 Psychology Intern in Child and Family Psychotherapy, Beaverbrook Child Guidance Center, Belmont, MA
- 1978-1979 Practicum in Psychological Assessment, Yale University, New Haven, CT

Clinical and Consulting Experience:

- 1991-1993 Private practice in psychotherapy, divorce mediation and custody counselling, Kathmandu, Nepal
- 1981-1991 Coordinator of Psychological Assessment and Evaluation, Clinical Developmental Institute, and private practice in psychotherapy, mediation, and counselling, Belmont, MA
- 1985-1991 Psychologist, Massachusetts Correctional Institution, Shirley, MA
- 1982-1983 Adjunct Psychologist, Beaverbrook Child Guidance Center, Belmont, MA

- 1979-1981 Psychological Examiner, Neuropsychiatric Evaluation Unit,
Yale-New Haven Hospital, New Haven, CT
- 1975-present Numerous consultations and workshops for professional
mental health providers to children, adolescents, and
adults

Memberships:

American Psychological Association

Massachusetts Council on Family Mediation

Massachusetts Association of Guardians ad Litem

Teaching and Research:

- 1989-present Director of Continuing Education, Clinical Developmental
Institute, Belmont, MA (on leave 1991-1993)
- 1980-1981 Associate in Research in Psychiatry, Yale University
School of Medicine, New Haven, CT
- 1978-1980 Research Assistant in Psychiatry, Yale University School
of Medicine, New Haven, CT
- 1972-1974 Research Assistant in Psychology and Human Development,
Harvard Graduate School of Education, Cambridge, MA

Papers and Reports:

Kohlberg L, Colby A, Rogers L, Speicher-Dubin B. Standard Form Scoring
Manual of Moral Judgment (First Edition), MERF, 1973.

Rogers L. ROC: Final Program Evaluation. Report submitted to LEAA,
Washington, D.C., 1975.

Kegan RG, Rogers L. SALT Coast: Consultants' Report, 1978.

Quinlan D, Rogers L, Kegan RG. Developmental Dimensions of
Psychopathology. Paper presented to the annual meeting of the
Eastern Psychological Association, 1980.

Kegan RG, Rogers L, Quinlan D. Constructive Developmental Organization
of Depression. Paper presented in the Symposium "New Theoretical
Approaches to the Psychology of Depression," American Psychological
Association Annual Meeting, Los Angeles, CA: 1981; (Later published
in Organization of Individual Knowledge and Its Change, G Chiari and
ML Nuzzo, eds. Franco Angeli, Milan, Italy, 1984.)

Kegan RG, Noam G, Rogers L. The Psychology of Emotion: A Neo-Piagetian View, in New Directions for Child Development: Emotional Development, D Cicchetti and P Hesse, eds. San Francisco, CA: Jossey Bass; 1982.

Rogers, L. Structural Influences in the Experience of Psychological Disorder. Paper presented at the Association for Moral Education Conference, Boston, MA: 1987.

Rogers, L. Be Silent, Be Nice: Young Women's Experiences of Psychological Distress. Paper presented at the Harvard Institute in Development and Psychopathology: Clinical Developmental Perspectives, Cambridge, MA: 1989.

Rogers, L. Moral Development: Adolescent Assessment and Intervention. (Workshop for the Institute on Individualized Assessment and Treatment: Planning for Troubled Youth) National Council of Juvenile and Family Court Judges, Albuquerque, NM: 1989.

Rogers L, Kegan RG. "Mental Growth" and "Mental Health" as Distinct Concepts in the Study of Developmental Psychopathology: Theory, Research, and Clinical Implications, in Constructivist Perspectives on Developmental Psychopathology and Atypical Development, D Keaton and H Rosen, eds. New Jersey: Lawrence Erlbaum Associates, 1991.

References available upon request.

John Andrew Stadler
234 Massachusetts Avenue
Harvard, MA 01451
phone: 508-456-3456 fax: 508-456-3458 e-mail: jas@world.std.com

EXPERIENCE:

10/91 - Present **ADVANCED THIN FILMS, INC.**, Burlington, MA. CEO and Vice President of Sales and Marketing.

Co-founded this start-up to design and manufacture thin film circuits, coatings, and processes. The company originally focused on color filters, using a patent-pending process for deposition and post-processing. After I discovered that the technology was faulty, I redirected the company into routine circuit manufacturing. The company was a success in marketing, but was unable to manufacture to customer requirements. Eventually, it became clear that I had simply invested in the wrong team; liquidation is proceeding and should be concluded by 12-93.

7/89 - Present **PARADIGM INVESTMENTS**, Harvard, MA. Venture Capitalist and Consultant.

Founded a small venture capital fund. Have taken positions in 5 companies to date (Advanced Thin Films, Inc. and the following):

DIGITEST, INC. Amherst, NH.

This start-up manufacturer of digitized metrological devices developed a unique approach to lever-based and plunger-based measurement, achieving much higher accuracy and reliability. I was involved as a member of the Board, in writing the business plan, and raising first round equity financing. The company grew to revenues of approximately \$400K/year and then collapsed. The product is still available in the marketplace, having been licensed to two major distributors.

TRIMARCHI, INC. State College, PA.

When I began working for the company in the fall of 1989, they had just concluded a year of over \$1 million in losses on \$5.6 million in revenue. In 1991, the first year I consulted with the company, it earned \$79,000 on revenue of \$7.7 million. In addition, it raised over \$800,000 in new equity; closed a new bank line for \$1.5 million (up over 150%) under difficult circumstances; renegotiated vendor terms for past due accounts; and reorganized the Sales, Engineering, Manufacturing and Customer Service departments.

At the end of calendar 1991, the company experienced several difficult quarters. The result of a variety of personal (on the part of the founder and CEO), external market and internal managerial problems, the consequence was the resignation of the CEO/founder and his replacement by a team of Directors. The company closed in 1992 due to failure to resolve its financial and managerial problems.

PERIPHERAL VISION TECHNOLOGY, Inc. Los Angeles, CA.

PVTI is a start-up manufacturer of data compression hardware and software for the storage and communications market. I advised the founder Allan Ignatin on the start-up; invested; and act as a de facto Board member. The company was operating above breakeven after less than 8 months. The company closed 1992 with revenues of \$3.3M; 1993 with \$5.2M, and is targeting 80%+ growth in 1994.

TEaCH, Inc. Newport Beach, CA.

Identified the opportunity for applications in simulation for adaptive systems; worked to identify the appropriate value-added in software; assisted in writing the business plan. After an initial attempt to secure financing, this project lapsed until recently. Now, we are again active looking at possible market niches to target this product. Recently, this has included explorations of genetic programming and related applications.

2/91 - 7/91 EDUCATION DEVELOPMENT CENTER, Center for Learning Technology, Newton, MA. Visiting Scholar.

I worked with the EDC on a research study of interactive software and multimedia for the educational marketplace. The purpose of the project was to canvass the leading developers of interactive teaching tools; identify which models make best use of the new, combined video/graphics tools; and write an article or book surveying the state-of-the-art. While my work was completed, the rest of the project never was. The primary benefit was to identify promising investments in this arena.

4/82 - 6-89 CLEARPOINT RESEARCH CORPORATION, Hopkinton, MA. Executive Vice President and Chief Operating Officer.

Co-founded the company in 1982. Under my tenure the company grew from zero to a run rate in excess of \$70 million per year. I left due to fundamental disagreements with my partner concerning his role in the management of the company. Since my departure the company has collapsed, recently filing Chapter 11; this, despite the fact that all competitors have experienced rapid growth during the same period.

I was initially responsible for all non-engineering functions: Sales; Marketing; Test and Burn-in; Purchasing; Finance and Accounting; and Customer Support. As the company grew, I hired people for all of these functions and was responsible for their management. In 1986 I was promoted to Executive Vice President and in 1988 to Chief Operating Officer. For the first 5 years, my partner directly managed Engineering and I was responsible for everything else. In 1988 I became line manager for all Directors and VPs.

12-86 - 9-89 **CLEARPOINT RESEARCH FOUNDATION**, Hopkinton, MA. President.

Founded and provided most of the funding for the Foundation. Sponsored three symposia in 1988 and 1989: the first on "Intellectual Property: the Conflict Between Patent and Anti-Trust Law;" the second on "Chaos and Computers: The Applications of Dynamical Systems;" and the third on "Technology and Trade Policy with Japan." The Foundation also supported awards and scholarships for engineering schools in the Boston area.

12-79 - 10-80 **THE RESEARCH BOARD**, New York, NY. Consultant.

The Research Board is a consulting firm specializing in the problems of MIS in major industrial and service organizations.

6-78 - 9-79 (Summers) **ABT ASSOCIATES**, Cambridge, MA. Consultant.

Abt specialized in social science research primarily for the federal government. My major areas of expertise were experimental design and econometrics.

7-76 - 7-77 **BLUE CROSS BLUE SHIELD OF MICHIGAN**, Detroit, MI. Cost Containment Consultant.

EDUCATION:

9-81 - Present **JOHN F. KENNEDY SCHOOL OF GOVERNMENT, HARVARD UNIVERSITY**. Ph.D. Candidate in Public Policy.

I began work on my Ph.D. in 1981 and interrupted studies to co-found Clearpoint. Currently I am ABD (all but dissertation). My areas of interest include modeling and simulation of micro-economic behavior; capital formation and trade policy.

9-77 - 6-79 **JOHN F. KENNEDY SCHOOL OF GOVERNMENT, HARVARD UNIVERSITY**. Masters in Public Policy.

9-71 - 6-76 **HARVARD COLLEGE**. A.B. in Economics, magna cum laude.

PERSONAL:

Age: 40. Married to the former Cecile Yew; three children: Russell, 9; Lauren, 7; and Cara, 6. Enjoy bicycling, skiing, and sea kayaking.

MARY-WREN VANDERWILDEN
118 B Cambridge Turnpike
Concord, MA 01742
(508) 371-9678

EDUCATION

HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION Cambridge, MA
Master in Education, June 1990. Specialization in Teaching and Curriculum.

UNIVERSITY OF PENNSYLVANIA Philadelphia, PA
Master in Government Administration, December 1988. Government course work at Fels Center of Government, finance course work at Wharton School of Business.

- Joseph Clark Scholarship Award for leadership

SCRIPPS COLLEGE Claremont, CA
Bachelor of Arts, summa cum laude, May 1986. Major in International Relations.

- Phi Beta Kappa
- Captain, Varsity Tennis, "Most Inspirational" Award for 2 years
- Rhodes Scholar Candidate
- Attended Universitaet Heidelberg, Germany for one year. International Relations course work in German

CERTIFICATION

Massachusetts: Social Studies, Grades 9 - 12
California: Social Studies, Secondary Education

TEACHING EXPERIENCE

COALITION OF ESSENTIAL SCHOOLS Providence, RI
Consultant, March 1992 - Present
Selected as one of 24 teachers nationwide as a Citibank National Faculty Member. Provide consulting services to schools undertaking restructuring along Coalition principles.

Training: Participated in 6 week training program in Essential School teaching and process consultation at Brown University. Team taught innovative course at Brown Summer High School. Observed and debriefed peers on their teaching. Led consultancies with teachers and administrators from across the country.

Experience: Worked at Pasadena High School and 2 other schools in the Los Angeles area on an on-going basis as consultant and group facilitator for teachers and administrators. Implemented collaborative teaching among faculties to define outcomes, design exhibitions, integrate curriculum, develop portfolios, and design rubrics. Organized and conducted the following workshops:

- *Coalition of Essential Schools National Forum* Philadelphia, PA
October, 1992. Three hour workshop for 50 people on exhibitions in addition to a workshop on advisory
- *Federation of Independent Schools Association* Vancouver, BC, Canada
July, 1993. One week leadership workshop for 150 people.
- *Los Angeles County Schools* Los Angeles, CA
August, 1993. One week integrated curriculum workshop for 15 people.
- *Pasadena High School* Pasadena, CA
August, 1993. Two week summer in-service on curriculum and pedagogy for 70 people

PASADENA HIGH SCHOOL

Pasadena, CA

Lead Teacher, August 1990 - August 1993

Humanities: Taught 2 hour blocks of 10th and 11th grade Humanities in a large urban school restructured along the principles of the Coalition of Essential Schools. Wrote new Humanities curriculum for teachers at both grade levels. Course focused on reading, writing and critical thinking and followed the California State frameworks: 10th = integrated focus on Western Civilization and British Literature, 11th = integrated focus on 20th Century American History and American Novel. Encouraged students to form habits of mind that emphasized inquiry and to seek meaning and relevance in their work. Chaired 11th grade curriculum meetings for 2 years. Worked with faculty as lead teacher on restructuring curriculum and pedagogy, including teacher as coach/student as worker, exhibitions, performance based assessment, portfolios and developing rubrics.

Government/Economics. Taught 12th grade Social Studies. Designed new curriculum based on restructuring principles. Course emphasized school to work/college transition through a basic understanding of U.S. government/economic concepts and their relevance to the students' lives.

Advisory: Taught daily advisory classes to 10th and 11th grade students. Course emphasized personalization, conflict resolution, career planning, student government, peer counseling, moral dilemmas, etc. Wrote curriculum for 11th grade advisory teachers. Conducted advisory workshops for teachers at Pasadena High School and other schools in Southern California.

Yearbook Advised yearbook staff for one year. Supervised 25 students in the completion of a 250 page yearbook on time and under budget.

Varsity Coach: Coached 3 years of girls' tennis and founded girls' soccer program. Scheduled games and transportation. Conducted daily practices. Encouraged students to develop teamwork and confidence.

WALTHAM HIGH SCHOOL

Waltham, MA

Student Teaching Practicum, January - May, 1990

U.S. History: Taught U.S. History to a remedial class of 11th and 12th grade students. Taught a one week unit on the culture of the 1950s to advanced level students. Developed course material and lesson plans using mainly primary source material. Encouraged students to look for trends and recurring themes throughout history and to tie material to current events.

Economics: Designed new curriculum for a one semester Economics course. Taught a heterogeneously grouped class of 11th and 12th grade students.

OTHER PROFESSIONAL EXPERIENCE

ARTHUR D. LITTLE

Los Angeles, CA

Management Consultant, May 1987 - June 1989

Advised senior management on opportunities for profit and performance enhancement. Developed sales and marketing plans for various companies. Assessed operating effectiveness in several turnaround efforts. Oversaw and managed cases to evaluate industry and competitive issues regarding strategic options open to a company. Received ADL's Presidential Award for Outstanding Performance.

Appendix II: Projected Budget

The following spreadsheet represents an initial attempt to integrate the expenditures necessary to the Parker School design with the funds anticipated to be available from the Commonwealth. It is not an expensive high school: expenditures are considerably less than in comparable high schools in the area. Yet there is still a substantial operating deficit (independent of start-up expenses). The law as written puts charter high schools at a major disadvantage when compared to typical public high schools, in the following ways:

- * There is no allowance for differences between charter high schools and charter elementary schools. High schools throughout the state cost approximately 2 to 2.5 times as much as elementary schools. This is recognized in the budgetary computation of foundation funding, but not in the charter school legislation.
- * Charter schools must either pay rent, or receive the equivalent of a subsidy from an organization willing to donate free or subsidized space. Town schools are owned by the town; if mortgaged, debt service is not included in the school budget.
- * It is proposed that charter schools will be funded at only 90% of the level received by towns to educate the average student.
- * If many of the students are attracted from towns that have lower educational spending, the charter school must ratchet down spending accordingly.

When all of these decrements are compounded, a charter school in this area will be starting with between 45% and 60% of the funding level of an Acton or Littleton high school. This is true independent of special needs expenditures.

With this caveat in mind, the following spreadsheet shows quarterly expenditures until the start date, followed by annual expenditures after the first year. The operating deficit, at this juncture, is unmet.

Parker School Budget	Q294	Q394	Q494	Q195	Q295	Q395	Q495	Q196	Q296	AY96-97
Expenses										
Senior Faculty/Prin. Tch	1	2	3	3	3	3	3	3	3	4
salary	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)	(\$65,000)	(\$65,000)	(\$65,000)	(\$65,000)	(\$65,000)	
subtotal	(\$60,000)	(\$120,000)	(\$180,000)	(\$180,000)	(\$195,000)	(\$195,000)	(\$195,000)	(\$195,000)	(\$195,000)	(\$260,000)
Junior Faculty	0	0	0	0	0	2	2	2	2	4
salary	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	
subtotal	\$0	\$0	\$0	\$0	\$0	(\$80,000)	(\$80,000)	(\$80,000)	(\$80,000)	(\$168,000)
Teaching Interns	0	0	0	0	0	2	3	3	3	7
salary	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$22,000)	(\$22,000)	(\$22,000)	(\$22,000)	(\$22,000)	
subtotal	\$0	\$0	\$0	\$0	\$0	(\$44,000)	(\$66,000)	(\$66,000)	(\$66,000)	(\$168,000)
Apprentice Teachers	0	2	2	2	2	4	4	4	4	4
salary	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	
subtotal	\$0	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)
Business Manager	1	1	1	1	1	1	1	1	1	1
salary	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	
subtotal	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)	(\$40,000)
Administrative	0	0	0	0	1	1	1	1	1	2
salary	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	
subtotal	0	\$0	\$0	\$0	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$40,000)
Custodial	0	0	0	0	0	0	1	1	1	1
salary	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	
subtotal	\$0	\$0	\$0	\$0	\$0	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)
Total Salaries	(\$21,250)	(\$41,250)	(\$56,250)	(\$56,250)	(\$65,000)	(\$111,000)	(\$116,500)	(\$116,500)	(\$116,500)	(\$741,000)
loading	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Total Payroll Expense	(\$25,500)	(\$49,500)	(\$67,500)	(\$78,000)	(\$133,200)	(\$139,800)	(\$139,800)	(\$139,800)	(\$139,800)	(\$889,200)
Facilities	Q294	Q394	Q494	Q195	Q295	Q395	Q495	Q196	Q296	AY96-97
sq. ft.	0	0	500	500	500	10000	10000	10000	10000	15000

\$/sf gross	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$1.20	\$1.20	\$1.20	\$1.20	\$5.00
rent/mortgage	\$0	\$0	(\$375)	(\$375)	(\$375)	(\$375)	(\$3,000)	(\$3,000)	(\$3,000)	(\$3,000)	(\$75,000)
utilities	\$0	\$0	(\$188)	(\$188)	(\$188)	(\$3,750)	(\$3,750)	(\$3,750)	(\$3,750)	(\$3,750)	(\$22,500)
repairs/maintenance						(\$10,000)	(\$5,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$10,000)
total facilities/period	\$0	\$0	(\$563)	(\$563)	(\$563)	(\$16,750)	(\$11,750)	(\$8,750)	(\$8,750)	(\$8,750)	(\$107,500)
supplies	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)	(\$1,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$12,000)
computers/equipment	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)
telephones	(\$400)	(\$400)	(\$900)	(\$900)	(\$1,200)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)
furniture						(\$500)	(\$500)	(\$15,000)	(\$3,000)	(\$3,000)	(\$7,500)
postage	(\$100)	(\$100)	(\$200)	(\$200)	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)
travel, dues, etc.	(\$200)	(\$200)	(\$500)	(\$500)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)
printing						(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)	(\$1,000)
misc.	(\$500)	(\$500)	(\$1,000)	(\$5,000)	(\$5,000)	(\$10,000)	(\$10,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$20,000)
subtotal	(\$4,200)	(\$4,800)	(\$6,400)	(\$12,700)	(\$13,000)	(\$33,500)	(\$33,500)	(\$16,500)	(\$16,500)	(\$16,500)	(\$46,000)
total expense/period	(\$29,700)	(\$54,300)	(\$74,463)	(\$80,763)	(\$91,563)	(\$183,450)	(\$168,050)	(\$165,050)	(\$165,050)	(\$165,050)	(\$1,042,700)
Revenue	Q294	Q394	Q494	Q195	Q295	Q395	Q495	Q196	Q296	Q196	Ay96-97
number of students	0	0	0	0	0	0	100	100	100	100	150
revenue/student/period	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$5,400
state reimbursed rev.	0	\$0	\$0	\$0	\$0	\$0	\$130,000	\$130,000	\$130,000	\$130,000	\$810,000
paid services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
operating loss/period	(\$29,700)	(\$54,300)	(\$74,463)	(\$80,763)	(\$91,563)	(\$53,450)	(\$38,050)	(\$35,050)	(\$35,050)	(\$35,050)	(\$232,700)
per pupil, annualized						(\$2,138)	(\$1,522)	(\$1,402)	(\$1,402)	(\$1,402)	(\$1,551)
cumulative profit (loss)	(\$29,700)	(\$84,000)	(\$158,463)	(\$239,225)	(\$330,788)	(\$384,238)	(\$422,288)	(\$457,338)	(\$492,388)	(\$492,388)	(\$725,088)

AY97-98	AY98-99	AY99-00
6	7	9
(\$70,000)	(\$75,000)	(\$75,000)
(\$420,000)	(\$525,000)	(\$675,000)
7	10	12
(\$44,000)	(\$46,000)	(\$48,000)
(\$308,000)	(\$460,000)	(\$576,000)
8	10	12
(\$25,000)	(\$26,000)	(\$27,000)
(\$200,000)	(\$260,000)	(\$324,000)
4	4	4
(\$10,000)	(\$10,000)	(\$10,000)
(\$40,000)	(\$40,000)	(\$40,000)
1	1	1
(\$40,000)	(\$40,000)	(\$40,000)
(\$40,000)	(\$40,000)	(\$40,000)
2	2	2
(\$20,000)	(\$20,000)	(\$20,000)
(\$40,000)	(\$40,000)	(\$40,000)
1	1	1
(\$25,000)	(\$25,000)	(\$25,000)
(\$25,000)	(\$25,000)	(\$25,000)
(\$1,073,000)	(\$1,390,000)	(\$1,720,000)
20%	20%	20%
(\$1,287,600)	(\$1,668,000)	(\$2,064,000)
AY97-98	AY98-99	AY99-00
20000	25000	30000

	\$5.00	\$5.00	\$5.00
	(\$100,000)	(\$125,000)	(\$150,000)
	(\$30,000)	(\$37,500)	(\$45,000)
	(\$10,000)	(\$10,000)	(\$10,000)
	(\$140,000)	(\$172,500)	(\$205,000)
	(\$16,000)	(\$20,000)	(\$24,000)
	(\$2,500)	(\$2,500)	(\$2,500)
	(\$1,500)	(\$1,500)	(\$1,500)
	(\$7,500)	(\$7,500)	(\$7,500)
	(\$500)	(\$500)	(\$500)
	(\$1,000)	(\$1,000)	(\$1,000)
	(\$1,000)	(\$1,000)	(\$1,000)
	(\$30,000)	(\$30,000)	(\$30,000)
	(\$60,000)	(\$64,000)	(\$68,000)
	(\$1,487,600)	(\$1,904,500)	(\$2,337,000)
AY97-98	AY98-99	AY99-00	
	225	275	350
	\$5,500	\$5,600	\$5,700
	\$1,237,500	\$1,540,000	\$1,995,000
	\$0	\$0	\$0
	(\$250,100)	(\$364,500)	(\$342,000)
	(\$1,112)	(\$1,325)	(\$977)
	(\$975,188)	(\$1,339,688)	(\$1,681,688)

Appendix III: Letters of Support



06 February 1994

Mr. John Stadler
234 Massachusetts Avenue
Harvard, MA 01451

Dear John:

Confirming our conversations, I am pleased to accept your invitation to join the Board of Directors of your newly-proposed charter school, the Benjamin Franklin School. I have long had an interest in secondary education and welcome the opportunity to help in this exciting adventure.

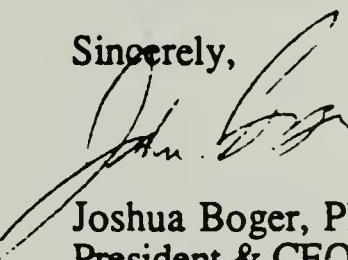
While in college, I took several courses in Wesleyan University's well-regarded Master of Arts in Teaching (MAT) program, and nearly became a primary school teacher myself, going so far as to student-teach an entire semester in the Middletown, CT schools (fifth grade) under the guidance of the MAT program. When my chemistry experiments started to work, I took another pathway.

Now, with my own three boys making their way through their primary school years, I see vividly the deficiencies in even the best of the 'traditional' school systems, insight that I would guess motivates you as well. I am struck most especially by a certain general deterioration in the traditional schools, that well may be a reflection of societal deterioration as well, but one that we need not accept. On the one hand, the plethora of alternative subjects and misapplied indifference to standards of quality has left many of the students in traditional schools with no sense of real accomplishment. When everyone 'does well', no one does well. In reaction to this on the other hand, an equally-misplaced 'return to basics' ignores the differences between students and turns learning into a boring series of chores and an empty checklist of skills.

By involving parents, teachers and students more intimately in education, and by seeking outside involvement as well, your proposed charter school seeks to be a nexus of learning for the entire community, thereby demonstrating to the students the reality of lifelong education while guiding them in projects of substance and meaning, attending to the basic skills not as ends but as means to larger ends.

It is all very exciting, and I am pleased to be able to help out where I can.

Sincerely,



Joshua Boger, Ph.D.
President & CEO

John D. Donahue
4504 Yuma Street NW
Washington, DC 20016

February 3, 1994

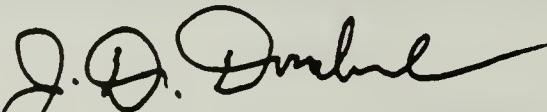
To the Secretary of Education
Commonwealth of Massachusetts:

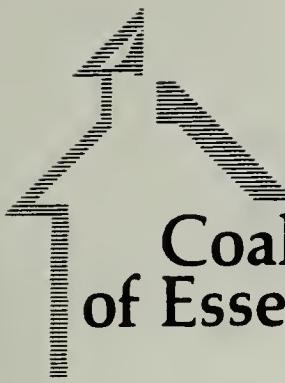
You have before you an application to issue a charter for the proposed Frances Parker School. I write--as an academic interested in organizational innovation, and as a parent anticipating my daughter's eventual enrollment in the Massachusetts school system--in support of that application.

No problem currently before this country is more urgent than bringing primary and secondary education up to world-class standards. Indeed, none of the solutions we are struggling to devise for many other problems can be expected to work long-term if we fail to improve education. I am impressed with the design of the Frances Parker School. And I have the utmost confidence in the insight, initiative, and integrity of the School's organizer, John Stadler, whom I have known well and respected for over a decade.

I am currently on leave from my academic job, working in the Federal government, whose ethics rules preclude my making any endorsement in an official capacity. My personal assessment of the Frances Parker School proposal, however, is evident in my eagerness to serve on its board of trustees.

Sincerely,


John D. Donahue



Coalition of Essential Schools

Brown University
Box 1969
Providence, Rhode Island 02912
(401) 863-3384

February 4, 1994

John Andrew Stadler
234 Massachusetts Avenue
Harvard, MA 01451

Dear John,

That was a good talk a fortnight ago, and I hope it was useful. We did not have time to get into some of the substance of the particular proposal, and I am interested in having some more discussion about the three areas of "knowledge" around which the school will revolve. As you may know, I am all for foreign language—assuming that one language is chosen and the entire school engages in it at least some of the time. I also believe that English—or the literary part of it—is inextricably one of the arts, joining the visual and musical realms, dance and theater. The separation of the arts is explainable only in historical terms, not in the way the culture operates or in the way that we all learn and use these forms of communication and aesthetic understanding. Perhaps our school can find some way of addressing these issues frontally.

This is all very exciting, and promising. Let me know if I can reinforce the fundraising with letters of support and whatever.

Sincerely,

Theodore R. Sizer
Chairman

TRS:jhm

February 10, 1994

au bon pain.
THE FRENCH BAKERY CAFÉ

Piedad Robertson
Secretary of Education
Executive Office of Education
Commonwealth of Massachusetts
1 Ashburton Place
Boston, MA 02108

Au Bon Pain Co., Inc.
19 Fid Kennedy Avenue
Marine Industrial Park
Boston, MA 02210-2497
(617) 423-2100
FAX: (617) 423-7879

Dear Secretary Robertson:

This letter is intended to support the charter school application of the proposed Francis W. Parker School. As an employer of approximately 2500 people, many in the greater Boston area, we are very dependent on the secondary education of our work force. While many of our positions are entry level, the quality of our product, the efficiency of our operations, and ultimately our profitability depend on everyone in the company.

Au Bon Pain invests a considerable amount of time and money training our new hires in the detailed operations of food service. The execution of our staff, most of whom rotate through many functions during their employment with the company, requires a high degree of literacy, attention to detail, and the ability to trouble-shoot as problems or unexpected situations arise. Working together in teams, where everyone takes responsibility for the overall quality of the product, is an integral part of our philosophy.

The Parker School's emphasis on skills and individual responsibility is focused on a widespread deficiency of our entry-level hires. We need people who have the ability to move into new situations, learn the fundamentals quickly, work in teams, yet be individually responsible for work. We frequently need to hire people with post-secondary education in order to find this level of competence.

I wholeheartedly support the State in its attempt to improve education through charter schools; the Parker School, in my opinion, would be a good candidate to achieve the State's goals.

Sincerely,

Mariel Clark

Mariel Clark
Vice President
Human Resources
Au Bon Pain, Co., Inc.



Printed on recycled paper



February 10, 1994

EXOS

Piedad Robertson
Secretary of Education
Executive Office of Education
Commonwealth of Massachusetts
1 Ashburton Place
Boston, MA 02108

Dear Secretary Robertson:

I fully endorse the proposed Francis W. Parker School in its application to become a charter school. In my capacity as CEO or COO of three high-tech companies in the Boston area, I have constantly been reminded of the importance of a competitive educational system. At Ferrofluidics and Worcester Cable, I saw a substantial difference in our productivity, depending on the preparedness of our workers. But perhaps more important, the creativity and originality of our design teams, most of whom are college educated with engineering degrees, is built upon the foundation of a good secondary education.

I know that for myself, my motivation to continue through undergraduate and graduate training was based upon the work ethic and fascination with technology I acquired in high school. I was lucky; many kids never find it, even if they have the potential. I would have liked to have gone to the Parker School, if it existed. It will certainly be the kind of place to develop excitement about learning.

Sincerely,

Carl Muscari
President & CEO

EXOS Inc

2A Gill Street
Woburn, MA 01801

617.933.0022 tel
617.933.0303 fax



PICONICS INCORPORATED

26 Cummings Road, Tyngsboro, MA 01879-1406
Tel. (508) 649-7501 Twx: 754759 FAX: (508) 649-9643

January 21, 1994

Commonwealth of Massachusetts
Executive Office of Education
1 Ashburton Place
Boston, Ma.

Re: Benjamin Franklin School Preliminary Proposal

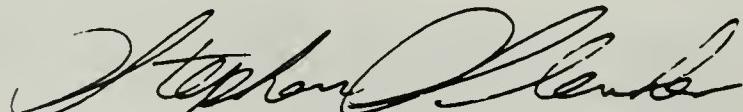
Gentlemen:

There are many excellent ideas in this proposal which I believe could be developed into a superior Charter School. I am certain that an intelligent approach to development would lead to the rejection of a few of the concepts enclosed and the introduction of a few concepts not discussed, but developed as suggested by careful reviews of other successful educational approaches.

Industry is very interested in obtaining a competitive position in the world markets. This is only possible by utilization of a superior work force with better motivation, education, and innovative ability. A charter school system is probably the best approach to developing such a work force.

We in industry are looking forward to a favorable response from the Department of Education regarding this proposal.

Sincerely,


Stephen Slenker, President
Piconics, Inc.

Fruitlands Museums

FOUNDED BY CLARA ENDICOTT SEARS

Prospect Hill, Harvard, Massachusetts 01451

Telephone
(508) 456-3924

ROBERT D. FARWELL
Director

February 7, 1994

Kathleen Cushman
53 Bolton Road
Harvard, MA 01451

Dear Kathleen:

I've read the proposed Charter School Outline, and want you to know what a great idea this is. The Francis W. Parker School addresses nine preeminent concerns or principles - which are both compelling and sensible. In addition, the school's commitment to individual accomplishment and acquisition of intellectual skills resonates deeply with me.

I hope to see the Parker School take root. It will be an asset to the area, and I look forward to participating in its growth and development.

Yours sincerely,

BLF

Robert D. Farwell
Director

RDF/sd

Harvard Elementary School
27 Massachusetts Ave.
Harvard, MA 01451

February 11, 1994

Letter of Support for the Parker School Charter proposal

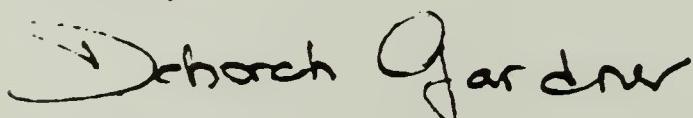
As principal of the elementary school in Harvard, MA I wish to express my support for this proposal for an Essential School for grades 7 - 12. As elementary schools move toward a more experiential based program centering on student engagement in their own learning, there is a strong need for similar middle and high school programs. As educators, we are seeing the strength of programs that support student inquiry, where real problems are tackled through collaboration, where teachers know the students and develop curriculum coherently while integrating the various disciplines. The Essential Schools are grounded in these principles and a strong 7 - 12 program would provide a continuum for the learning environment we are trying to develop.

Students in this area west of Boston frequently attend schools that are quite homogeneous socially and economically. A school which could provide more diversity would enhance their experience. A commitment to taking the learning out into the community through investigation of real problems would diffuse the unreality associated with much traditional learning and would prove to be more engaging. The Essential Schools envisage such a program. An Essential School also has the benefit of being networked to the other Essential Schools, and access to their collegial wisdom, and experience.

The proponents of this proposal, several of whom are parents of children in the Harvard Elementary School, have a solid track record for conceptualizing and implementing challenging educational activities within the school. Mr. Stadler has developed an outstanding Math Club that draws children into difficult problem-solving with parents serving as coaches. This club has brought a real vitality to mathematics in the school. Teachers have become involved. Furthermore, the proponents have a keen sense of the energy possible when expectations are high and when the vision of what education means is shared by the learning community. They share a common understanding of the direction of education today.

This is an opportunity to support a school that is grounded in well-developed principles of learning. I urge you to approve their proposal.

Sincerely,



Deborah Gardner, Principal

DONALD SCOTT JR.

165 LITTLETON COUNTY ROAD

HARVARD, MA 01451

February 4, 1994.

Mr John A. Stadler
234 Massachusetts Ave.,
Harvard, MA., 01451.

Dear Mr Stadler:

Thank you for your letter of January 27, referring to volunteering in the public school and enclosing the Proposal for a Charter School. I am not quite clear as to the activity of the "Puzzle, Problem, and Game Club" and in what ways I might be able to contribute.

I have read through the Proposal for a Franklin School and find it very interesting, since some of the concepts were practiced in the Lincoln School of Teachers College, of Columbia University when I was there in the early twenties. I completed my education at Harvard College, Cal. Tech., Harvard Graduate School and took my PhD studies at University College, London with Professor A.V.Hill, FRS, a recent Nobel Laureate.

During the 45 years of my research and teaching career (Medical and PhD students) I came to recognize some of the most essential and positive aspects of my High School curriculum (such as my ability to lecture in the Sorbonne in French and the importance of student-teacher enthusiasm). There were other strengths that I remember from my high school years, such as the discrimination between valid quantitative determinations as contrasted with the confusion caused by unexpected randomness. From time to time I am distressed to find to-day's students showing relatively little concern for studies "in depth" and a willingness to accept superficial "shallow" statements, as frequently used in advertisements.

However, a lot of water has gone "under the bridge" since my school days and my personal experience does not compare with that of any of the distinguished Board of Trustees that you have listed.

If I may take the liberty of mentioning some concepts which appeal to me I would list the following:

- (1) The organization of interrelated course subjects whenever possible
- (2) Orient the course content, where ever possible so that so that students would want to learn and use their minds.
- (3) Place emphasis on creative thinking and the Meaning of Meaning (Ref. Brunner)
- (4) I strongly support the involvement of parents whenever this is constructive.

There is much in the Proposal which is beyond my experience and which I have not mentioned but I am sure that others will have views. Thank you again for bringing me into the discussion in any way as I have followed over a hundred young people through their educational experience and am always delighted to hear of their achievements.

Sincerely,

Donald Scott Jr.

Donald Scott, Jr.

February 9, 1994

Commissioner of Education
Commonwealth of Massachusetts

Dear Sir:

John Stadler has requested that I write to you with my reaction to his proposal for the charter school, the Benjamin Franklin School. I would like to take a few moments to share my thoughts and concerns about John's vision.

The Benjamin Franklin School is a vision of a school that has many components for providing an outstanding education to its students:

- 1) The school's focus on a limited number of subjects (math, science, and the humanities) is similar to the approach taken by some highly successful middle and secondary schools who teach using block scheduling and thematic teaching.
- 2) The more individualized the educational process becomes, the more growth takes place. This is the reason that individualized educational plans for special education students work. It is also the reason that process writing is replacing the composition writing formerly used in language arts classrooms.
- 3) Parents MUST work hand-in-hand with educators in order for students to receive the message that education is valued. Parental involvement will be a requirement of the Benjamin Franklin School.
- 4) Students need to take on the role of being responsible for their own learning. A true student is not a receiver of knowledge but rather a **pursuer** of knowledge. The student-as-worker philosophy reflects this aspect of student responsibility.
- 5) Participants in the Benjamin Franklin School would make a commitment to the school community. Fund-raising, maintenance of the building, and counseling all require a commitment of time. Time often is people's most valuable commodity. When people invest time and energy into a project, they are more invested in having it be successful.
- 6) Most importantly, the Benjamin Franklin School differs from the traditional secondary school in that it is student-centered. Educators at the secondary level usually forget that they are teaching people and not subjects.

John Stadler and his associates should be applauded and supported for attempting such an undertaking. The excitement, enthusiasm, and sense of commitment he exhibits will be needed to sustain him through such an innovative project.

If the Benjamin Franklin School is given the opportunity to be a charter school, there are some issues that will need to be addressed:

- 1) When children in private schools do not exhibit the behaviors that the school values, they are asked to leave the school. Since public schools do not have that luxury, what course of action could the Benjamin Franklin School take if a student or parent did not fulfill their responsibilities to the school?
- 2) On such a limited budget, how accessible will the school be to special education students who may need extra support services (ex. speech therapists, occupational therapists, etc.)?
- 3) Although small class sizes and a \$70K salary are appealing, will the school be able to find teachers who would be required to take on not only teaching responsibilities but also administrative, counseling, maintenance, staff development, and fund-raising responsibilities? Personally, no amount of money would induce me to give 110 weekend days to a school. I have important family roles in addition to the role of a committed teacher.
- 4) Health issues and physical education need to be a requirement, not an elective, for each student at least three times per week.

Knowing John Stadler, the concerns I have will be addressed.

Having had the opportunity to spend almost fourteen years in the Harvard Public Schools, eight at the secondary level and six at the elementary level, I have seen some truly outstanding education take place. John Stadler has had some experience with the educational environment and feels he can do better. When any of us believe we have education perfected, we have reached the time to leave the field.

I believe that John Stadler is committed to creating a public school that Massachusetts will be proud to claim as hers. His association with and his being supported by Ted Sizer validates that this proposal can be a reality. This charter school should be given the opportunity to be a contender in the fight to provide the best education possible to students.

Sincerely,

Susan E. Larson
Susan E. Larson
Harvard Elementary School

Mary Halpin Carter
26 Monument Avenue
Charlestown, MA 02129

Mr. John Andrew Stadler
234 Massachusetts Avenue
Harvard, MA 01451

January 5, 1994

Dear Mr. Stadler:

Thank you for sending the Benjamin Franklin School proposal to me. I am impressed by the high degree of thought that went into this proposal, and excited by the qualities the proposal espouses. The Essential School type curriculum, the school as "a place for all ages", and the school as a center for teacher training are aspects that especially struck my interest.

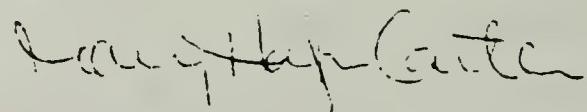
The "nine common principles" espoused by the Coalition are practices in which many effective and reflective teachers already engage. My masters program at the Harvard Graduate School of Education emphasized many such practices in its teacher training program, and at Pingree, a colleague and I developed a Western Civilization curriculum that embodied many of these principles. A particularly inspiring feature of the Benjamin Franklin School proposal is its plan that the entire faculty embrace such practices, and create a complete learning experience based on Coalition principles.

The idea of teacher training as part of the school's business makes a lot of sense as well. By instructing both people interested in coalition schools and student teachers, Franklin teachers will remain challenged and fresh. I have mentored new teachers and found that the experience helped me to reflect on and improve my teaching. You may want to contact some of the graduate schools of education in the area and to inquire about the benefits that they grant to schools which accept student teachers. Harvard, for example, grants tuition vouchers to "master teachers" who guide its students. My master teacher, Betsy Grady, was able to use the tuition vouchers she earned from training student teachers to complete a doctorate at half price. This free faculty development could greatly benefit a young institution like the Benjamin Franklin School.

Finally, your proposal to use the school as a community center is a wise one. A major reason that many public school systems have lost community support in the form of tax dollars is that a small percentage of citizens have school age children. By using the school as a gathering place and inviting the business community to sponsor apprenticeships, faculty will be able to engage the public in the good work of the institution. Hopefully, this contact will engender loyalty between the community and the school. From a development standpoint, this contact could cultivate the interest of potential donors outside of the Benjamin Franklin School parent base.

I would enjoy talking with you about this proposal, and about how my experience and interests have prepared me to work in the Benjamin Franklin School. I can be reached at home at (617) 242-6722 and at work at (508) 468-4415. I have enclosed my resume, references and some reports that I wrote for your perusal.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Halpin Carter".

Mary Halpin Carter

69 Myrick Lane PO Box 26
Harvard, MA 01451-0026
February 13, 1994

Secretary Piedad Robertson
Department of Education
Boston, Massachusetts

Dear Secretary Robertson:

I am a student in the ninth grade at the Bromfield School in Harvard, Massachusetts, and also a member of the Bromfield School Council. I have read the proposal for the charter school to be known as the Francis Parker School.

I support the proposal and wish that I could go to the school--but I am too old. From the perspective of a student undergoing the traditional type of education, I can attest to the fact that this school's philosophy and methods of learning and teaching would greatly benefit my development of practical skills to be used throughout life.

School has become boring for me because of the continuous memorization and the learning of facts which are soon forgotten, right after we have a test. The charter school would help me to become responsible for my own learning and allow me to use this learning in real life situations.

In my school, there seems to be a mutual lack of respect between the students and teachers. In the charter school, with its "student as worker, teacher as coach" philosophy, I think that this now missing, important aspect of my education would be present.

I would like to see the charter school maintain a good relationship with the existing schools in the community. It should not threaten the traditional school but simply offer another method of educating our youth.

Sincerely,

Ellen A. Tuzzolo

Ellen A. Tuzzolo

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
McCormack Building, Room 1401
One Ashburton Place
Boston, MA 02108

3 February 1994

Dear Secretary Robertson:

We are writing to voice our strong support for the Francis W. Parker charter school. We are the parents of two children, ages seven and nine, currently enrolled and enjoying Harvard's public elementary school. Our occupations involve education (as a research librarian for an educational publisher) and public service (as a senior official in a number of state administrations, currently teaching Managerial Control to Ph.D. and Masters Degree candidates in Public Policy at UMass/Boston).

The characteristics which we feel will make this school particularly successful are: 1). the emphasis on the importance of working to attract a student body that reflects a wide range of backgrounds and socio-economic status; and 2) the school's central intellectual purpose, to create a setting where students will learn how to learn. It is important to us that our children be able to think creatively, problem-solve and communicate their understanding together with kids from varied backgrounds in a more cooperative and less competitive setting.

The Charter School Program offers a unique opportunity to improve educational effectiveness starting anew. The existing public school system, through no fault of its own, carries with it a certain inertia and resistance to change common to large old organizations both public and private. It's hard enough to produce convincing innovation in education without the added burden of overcoming this natural resistance to change.

The goals and the design of the Parker School may seem to some overly ambitious but we believe they are based on sound pedagogic research and real-world experience. We sense it will be a school that will seek to make a valuable difference in the lives of its students. We feel confident that it can.

Sincerely,



Robert D. Moran
Terry E. Moran
87 Shaker Road
Harvard, MA 01451

1 Harvard Road
Ayer, MA 01432
February 10, 1992

Commissioner of Education
State House
Boston, MA

Dear Commissioner:

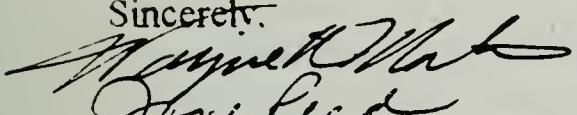
The proposed Ben Franklin school incorporates many of our beliefs about education and the role of institutions. We feel the children will be truly educated in this school.

The initiators of the program include dedicated, capable and energetic people who bring substantial experience as providers and consumers of educated persons. Furthermore these individuals have the training and background to market the concepts and objectives of the school to the broader community.

There are two areas which we feel merit additional discussion and clarification: Specifically the inclusion of younger children (ideally K-12 grades with substantial grade mixing) and approaches to maximizing parental involvement.

We urge your approval of this school.

Sincerely,



Wayne Matson
Jane Reed

Wayne Matson, PhD.
Jane Reed, R.N.C.

cc. John Stadler

Ms. Roseanne Saalfeld
15 Woodchuck Hill Rd.
Harvard, MA 01451-0638

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA

Dear Ms. Robertson,

We are writing to register our very strong support for the Benjamin Franklin School's application for funding as a charter school.

The constellation of professionals already involved in this project is an impressive recommendation in and of itself. One of the principals, Theodore Sizer, has a national reputation as an educator while each of the other principals has a reputation locally as a spokesperson and actor for change and improvement in our area public schools. An even more persuasive argument in support of this proposal, however, are the goals set forth by its authors.

The fascinating process of education, ideally life-long, is at its best a dynamic adventure, at times organized, solitary and contemplative but often boisterous, disjointed and apparently chaotic. One of the gravest and most long lasting results of our too-large, factory-oriented school systems are the threat the methodology poses to this exciting process. The students risk learning that a product, not an action or a process, is the goal. The joy of learning becomes the job of learning. Since little, if any, of what the student learns follows from her own immediate, personal needs and interests, she may find it easier to drop out, even while achieving great success. Forgetting the young child's natural joy in discovery -- in clay, dinosaurs, baseball mania, building with blocks -- and deep and deserved satisfaction in mastery, the older student, young adult and mature professional no longer know the risks, challenges or rewards of innovation and creativity. The results to our families and communities and to our economy are dire and broadly evident.

As we understand it, a key goal of the Benjamin Franklin School is to foster an atmosphere and supply some of the resources, both human and technical, that would place a premium on that joy and mastery in a larger community of dedicated parents, teachers and students. The focused student, willing to make a contractual commitment to hard work, would be encouraged -- no, required -- to master basic key skills through both independent and group study of topics of specific interest to him. She would be learning to learn, refining a broad and basic talent necessary to fulfillment and success in whatever professional and avocational choices she may make throughout her life.

We believe The Benjamin Franklin School offers a very worthy start to perhaps the most complex and radical challenge facing our society today. That it attempts to do so through the public funding and running of a community school is even more noteworthy. If such a program were only available in the inevitable ghetto of a private school it would be a tragedy. We urge you to fund The Benjamin Franklin School as a Massachusetts charter school.

Sincerely,

Roseanne B. Saalfield
Roseanne B. Saalfield

James A. Saalfield
James A. Saalfield

ANN TAYLOR
167 Still River Road
Harvard, MA 01451

February 11, 1994

Secretary of Education Piedad Robertson:

Dear Ms. Robertson:

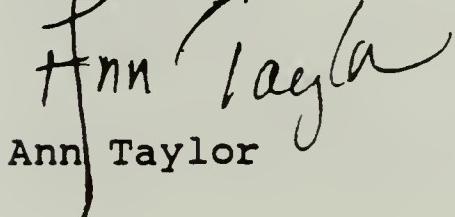
I am writing this letter in support of the establishment of the charter school, the Francis W. Parker School. The founders of this school have given great thought to the establishment of a secondary school which will serve the needs of students who will graduate into a world that needs their critical thinking skills as well as their abilities to establish patterns of working together cooperatively.

I was involved in the creation of a new school several years ago. My roles were many: administrator, parent, trustee, teacher, fund raiser - it was an exciting process and the school thrives today. Much of the success of that school was the participation and direction given by parents and teachers. My current involvement in education is as a public school committee member, and coach at the secondary school level.

The Francis W. Parker School stands an excellent chance of success because (1) it has the guidance of a excellent philosophy (currently being used nation wide through the Coalition for Essential Schools), (2) parents and teachers eager to make this school a great place for students and (3) founders who are aware of the magnitude of the challenge as well as the excitement of starting a new school.

I strongly endorse the establishment of the Francis W. Parker School as a charter school and would be glad to speak with the review committee if that would be of any help.

Sincerely,


Ann Taylor

John - This is very exciting! Let me start by saying that I am very supportive of the direction, the goals, and the educational philosophy that underpin this proposal. Below are some questions and reactions I had when reading. Hope you find them helpful.

I would like to see more information (stats) on other CES Schools. The proposal alludes to their existence but is missing substance other than curriculum. What experiences have they had? What key learning should we be aware of? How have their students fared when moving into further education or vocations? Clearly, I would expect that any graduate would have the skills required to be successful in college. ☺

Safety - I had a reaction to the open environment described. My concern is about safety. While philosophically, I support the notion of an open environment, I am concerned about the realities of being able to insure the students' safety needs. I see these needs increasing in the future, due to the escalating violence in our society. I suggest that safety be a key component of the school's planning.

I also was concerned about the statement on page 17, "Many of these hours, however, would be unstructured". To me, this implies a lot of hanging out time. Is this what you want to convey? I think that school time (whether it is before classes or after) must be supervised and structured. The difference should be in how this occurs.

On page 17, "Typically, teaching will comprise a maximum of 25 hours, and usually less." This equates to about a 60% productivity rate (time actually teaching students based on a 40 hour workweek). This seems somewhat low, and the statement implies that it would likely be less. This appears inconsistent with the notion of minimal overhead.

Page 16 - I had a very negative reaction to "May the best schools win." I like the paragraph preceding that, but I think, throughout the document you stress the need for diversity and different educational experiences as being enriching. This statement (while it may have been personally very gratifying to say) turns it into a win/lose situation and I don't think that this is what you want to emphasize. The desired outcome for our communities is not to pick a winner but offer quality choices recognizing a diversity of needs.

On page 8 the teacher/student ratio would be no more than 70 students; elsewhere I thought I read no more than 80. (but I can't find the other reference now).

Would I consider for my child?

Yes, I absolutely would consider this school. I agree with the stated approach to education. Obviously, I would want to analyze the implementation of this curriculum to determine if it met the needs of my children.

If you have any questions or if I can be of further assistance, please do not hesitate to contact me. I applaud you for your efforts. This is wonderful!

Louise - 365-7080

Good luck!

Christopher Tilghman

82 Shaker Road
Harvard,
Massachusetts
01451
(508) 772-6716

January 31, 1994

Sec. Piedad Robertson
Executive Office of Education
Commonwealth of Massachusetts
1 Ashburton Place
Boston, Mass.

Dear Ms. Robertson,

We are writing in support of the Francis Parker Charter School. We feel that this charter school provides a valuable opportunity for implementing the Coalition for Essential Schools curriculum and principles. There is a particular need for an experimental school in the western suburban area. All the local public high schools (Harvard, Ayer/Shirley, Littleton, Bolton/Stow/Lancaster, Acton/Boxboro) are very traditional in both structure and curriculum.

As the parents of two elementary school aged children (grades 2 & 4), we have already seen how the traditionally structured curriculum can discourage learning. The schoolday is broken up into 30 and 45 minute periods. Just as a child is getting settled down and immersed into a subject, it's time to move onto another. Even at this young age, children study too many things superficially, and are not concentrating on the mastery of a limited number of essential skills. We feel that the Essential Schools model, with its emphasis on essential skills and a small number of core subjects, is addressing some of the major problems of public high school education in the United States.

Also the CES belief in individual responsibility for learning is an important principle that is frequently neglected in both elementary and secondary public education. We also support the notion that parents will be active participants in their child's school beyond the limited roles of the P.T.A. and classroom volunteer.

Finally, we feel the Francis Parker school provides an exciting opportunity to implement fully the Coalition for Essential Schools principles. Many existing public high schools have been resistant to implementing the largescale organizational and academic changes required by the CES. We hope that success with the Francis Parker School will lead to the development of other innovative programs in high schools throughout Massachusetts.

Sincerely,

Caroline Preston

Caroline Preston

Christopher Tilghman

Christopher Tilghman

Memorandum

To: Francis Parker School Initiators
From: Josie Carothers and Mark Kelley
Date: February 13, 1994
Re: Comments on the Proposal

After reading your exciting proposal for a charter school and discussing it with others, some questions arise which need answers. They pertain more to how the school would generally work with a broad variety of young people, rather than how our particular children would fare in such a school.

First, what kind of training and support might be offered to children unused to the independence of setting their own educational goals? It seems that several months of explanations and "setting free" would be necessary to tune up children's minds for approaching this task with any reasonable results that could be plugged into a curriculum.

On the subject of diversity, it seems that the self-motivated kids will be the thrivers in the Francis Parker School; the experience of those with whom we spoke indicated most self-motivated kids have been encouraged, often coming from affluent backgrounds. Any school will succeed with a self-selected group of achievers. What becomes of the indifferent? How will there be true diversity--more than at a standard public high school--unless both creative recruiting and creative placement occurs? What could constitute effective recruiting and placement?

What kind of acceptance will be built into the system for the students who don't achieve? Or who don't achieve the heights of the self-motivated students? Will attention be paid to the issue of snobbery, exclusiveness? How will the school pragmatically practice the values of diversity and respect? How will the school provide an atmosphere of nurturing and acceptance, as well as intellectual rigor?

What effort will be made to teach (or help the children learn) thinking skills? Currently, some of the simpler skills are absorbed in the process of mathematics or critical thinking exercises, but little attention appears to be paid to mental tools and models. The system dynamics approach of the Creative Learning Exchange (an educational foundation located in Acton, Mass.) begins to get children thinking in terms of the larger picture, and the computer tools used in that curriculum help envision common elements of all systems (e.g. social and ecological systems, machines, business, education). But even that broad approach may not work directly to reveal basic principles of how the world works. Before developing a systems thinking approach, children need a better foundation for understanding common phenomena and creating a world view.

The proposal has a rigorously intellectual tone. School is also a crossroads for the social, physical, artistic portions of the child--will there be art class? Gym? Saturday night dances?

With the large teaching responsibility of all of the administrators, how will the administrative load be reduced to avoid trapping them in the morass of red tape and bureaucracy that burdens other schools? Administrative assistants will be needed to answer phones, oversee the budget and handle schedules - how will the Franklin School avoid a larger fraction of activities in this area than is planned in the proposal?

Will the Franklin School be a drain on other local schools, taking the cream of the student crop, school choice money, and the most active parents away from town schools? If these resources are channeled to the Franklin School, won't that necessarily result in a decline in the quality of town schools? How does this differ from an elite private school and the practice of taking good students away from public education for racial or religious reasons, leaving the public schools intellectually and perhaps motivationally impoverished?

Thank you for offering the opportunity for us all to creatively address and become involved with some of the most important issues of our times. We look forward to the answers to these questions, and to the unfolding of the process.

9 February 1994
78 Still River Road
Harvard, MA 01451

Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts

Dear Ms. Robertson:

We support wholeheartedly the proposal for a new charter school in this area based on the principles of the Coalition of Essential Schools.

What appeals most to us about the new school's philosophy is its focus on developing a small number of important intellectual skills and areas of knowledge under circumstances that make possible more individualized and flexible learning situations.

As a member of the Harvard Elementary School Council this year, one of us has had the opportunity to see first-hand the difficulty of individualizing courses of studies and addressing the needs of each child as the system is currently set up. Personalized teaching and learning is a Coalition principle, one of its highest priorities. With school practices tailor-made to the students, each child in the charter school would have the optimal situation for thriving intellectually.

The possibility for such an opportunity is thrilling to contemplate. We encourage you to grant this charter and establish this school not only for the benefit of the students who will be able to attend, but also for the example it can set to other schools as a model of reform.

Sincerely,

Mimi Dorward

Mimi and Peter Dorward

34 Stow Rd.

Daward, Ma. 01451

Feb. 10, 1994

Pietad Robertson,
Secretary of Education
Executive Office of Education
Commonwealth of Mass.
1 Ashburton Place
Boston, Ma. 02108

Dear Mr. Robertson,

I am writing to you in reference to the concept of Charter Schools. I am in favor of this alternative to regular public education. I would prefer to see changes, however, in the public schools. Cooperative teaching, a wonderful concept, is not new to elementary schools. High school teachers and students could benefit from cooperative

teaching and learning.

I would not like to see public education funding eroded any more than it has been in the last ten years. If it takes another school expense to wake up high school teachers and administrators, then charter schools would have my support.

Sincerely,

Laura Weiss

69 Myrick Lane PO Box 26
Harvard, MA 01451-0026
February 13, 1994

Secretary Piedad Robertson
Department of Education
Boston, Massachusetts

Dear Secretary Robertson:

I have read the proposal for a charter school to be called The Francis Parker School and am writing you with my reaction and comments.

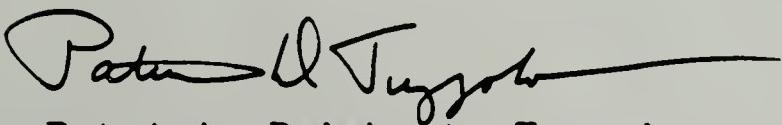
I have four children, each of whom has been in the Harvard Public Schools since kindergarten. My overall satisfaction with their education has been tempered by the feeling that what has been a good school system could be an exemplary one if a greater sense of unity in educational philosophy and dedication to a common goal could be fostered in the entire educational community.

When reading the Francis Parker School proposal, I was struck by the strength of its stated philosophy. Rather than inventing a new school just to be innovative, the proposal acknowledges and builds on the principles of the Coalition of Essential Schools. The founders are optimistic people, with faith that all learners (adults and young people) can push themselves to greater levels of intellectual skill.

The proposal states that the school will "demonstrate sound financial management" and be "a model of minimal overhead." While I do not doubt that this is possible, I still have concerns about the financing. The costs of acquiring and maintaining a physical plant are substantial. I wonder if these costs would be overwhelming for a new operation such as a charter school unless special provisions were made by the Commonwealth.

A school atmosphere which demonstrates and supports mutual respect, continuous learning, and self-examination is the kind of experience I would seek for myself and my own children. I am pleased that you will have an opportunity to review the proposal for the Francis Parker School and know that it will receive your careful consideration.

Sincerely,



Patricia Delehanty Tuzzolo

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
Commonwealth of Massachusetts

February 13, 1994.

Dear Ms. Robertson,

We support the establishment of the Benjamin Franklin School because we want to have an "Essential School" (as defined by the Coalition of Essential Schools) in our district. We believe that a total reorganization of the factory-model high school is long overdue, and that the Essential School will better equip students to meet the demands of the twenty-first century. We are looking forward to our children having the opportunity to attend such a public school.

Sincerely,

Paul Newman
Kathleen O. Newman

Kathleen and Paul Newman
141 Ayer Road, Harvard, MA